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ABSTRACT

An overview is provided of the development of the Dallas County Community College District's (DCCCD's) Community Development Program, highlighting its accomplishments during its first two and one-half years of operation, and the District's plans for the future. Section I offers introductory comments and defines community development as the process by which an institution actually participates in upgrading the quality of life of its constituents. Section II explains how the DCCCD's Community Development Program evolved and highlights some of the major program activities, including a mini-conference with community leaders; cooperative activities between the DCCCD campuses and middle schools to encourage young students to develop higher education goals; demographic studies; Martin Luther King, Jr., National Holiday activities; the creation of an institute to train individuals from predominantly minority communities for leadership and community service; and a summer program to encourage minority students to enroll in engineering and engineering technology programs. Section III assesses the current status of such community development efforts as: (1) college activity plans, reflecting each institution's responsibility to encourage minority students to attend college; (2) special projects to address specific concerns on each campus; (3) campus-level recruitment efforts; and (4) campus visits by educational consultants. Sections IV and V discuss future directions and offer recommendations for program improvement. Appendixes offer additional information on various community development projects. (AAZC)

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COMMUNITY DEVELOPMENT

ISSUE PAPER

Prepared by

Community Development
Advisory Committee

Dallas County Community
College District

March, 1988

BEST COPY AVAILABLE

Submitted by: Jackie Caswell
Mamie McKnight
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I. INTRODUCTION

A college reflects all of a society's hopes and aspirations for itself. It is an oasis for those who thirst to learn. A coliseum for heroics of the mind. A trove of ancient and current wisdom. A place where intellects and curiosity are stretched and where cultural and economic gaps are narrowed. An arena where ideas await challenge, and where challenge awaits people. But, as much as anything else, a college is a microcosm of "community." And perhaps nowhere is that truer than at a community college.

The community college environment may best reflect a community's sense of itself -- perhaps even more than neighborhoods, churches or the workplace -- suggests academician Parker Palmer in a recent Change magazine article. Accordingly, "we need to think about community in ways that deepen the educational agenda," says the article, entitled "Community, Conflict and Ways of Knowing."

Palmer encourages colleges to become the laboratory in which students learn to think objectively and analytically about human relationships and in which innovative minds experiment with new concepts of community. It was with that vision of a community college's role that the Dallas County Community College District launched its "Community Development Program" in August 1985. To guide and promote the program, then-Chancellor Jan LeCroy proposed creating two new DCCCD staff positions for consultant/liaisons with the minority community.

From that action sprang a full-fledged team effort to infuse more responsiveness to the community into the community college system. The two newly appointed consultants, the Executive Assistant to the Chancellor and a special advisory committee began formulating internal and external action for plans for renewing the commitment of DCCCD's seven community colleges -- Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland -- to the diverse needs of Dallas County residents. The DCCCD particularly wanted to reach out to what the college calls "at-risk" students: minorities, the handicapped, the economically and culturally disadvantaged, and "first- generation" students -- those whose parents never went to college.

Now embarking on its third year, the Community Development Program has expanded DCCCD's outreach to the community, best expressed by this definition of purpose:

Community Development is a process by which an institution actually participates in upgrading the quality of life of its constituents.

But how best to achieve that seemingly obvious and yet ambitious purpose? After careful study, the team of people who formulated DCCCD's "Community Development Program" decided that four key steps were necessary to guide its efforts and to lay the foundation for accomplishments to come:

1) Conduct a systematic, demographic assessment of the communities served by the individual colleges in order to better serve them.
2) Develop a systematic model for recruitment and retention of students.

3) Introduce staff training procedures that create an awareness and appreciation of community and minority issues affecting the community college system's role and scope.

4) Establish a communications network embracing identified emerging populations and "at-risk" students within the community college district as well as community agencies and institutions serving those groups.

In "Community, Conflict, and Ways of Knowing," Palmer states that "knowing and learning are communal acts. They require a continual cycle of discussion, disagreement, and consensus over what has been and what it all means."

Thus this report. By sharing the DCCCD's experience in building its Community Development Program, other colleges and communities may benefit. News of the program's goals and actions also may encourage potential and current students and provoke better exchange between the community colleges and the communities they serve. The following report outlines what the Community Development Program has achieved in its first two-and-a-half years -- and where the DCCCD hopes to take it in the future.

II. OVERVIEW: THE EVOLUTION OF COMMUNITY DEVELOPMENT

The following sections highlight many of the major activities initiated by the DCCCD's Community Development Program, track the evolution of the program and reflect the experiences of people who have helped shape it.

The Community Development Team

Executive Assistant to the Chancellor Jackie Caswell and the two new full- time consultants -- Baltazar Acevedo and Mamie McKnight -- made up the initial three-member Community Development Team. Since its inception, Caswell has served as leader of the team. In August 1987, Sandra Saucedo Scott joined the team, replacing Acevedo, who was promoted to Director of the DCCCD Job Training Center.

The general duties and responsibilities of the Community Development Team include:

* Helping the District administration identify community development needs.
* Creating and implementing a comprehensive communications network linking DCCCD and Dallas County businesses, government agencies, public schools, community outreach programs and special interest groups.

At the outset, members of the team met individually with numerous DCCCD leaders to gain a thorough orientation in the District's minority recruitment and retention needs and efforts. These contacts were vital to the team in gathering input for the program -- "to determine 'pathways' and 'wheels' already invented which have or have not worked," as Caswell stated in a report to the college presidents. Team members' conferences with the presidents also opened doors to key campus activities and meetings, such as staff and planning sessions, that have benefited the project.

The Community Development Advisory Committee

Another major step in the planning stages of the program was forming the Community Development Advisory Committee (CDAC). This committee's role is to help the Community Development staff define objectives and devise a plan of action based on that definition. Each campus had a say in the committee's makeup. The program development team asked the presidents and other District administrators to appoint a Community Development liaison person for each campus. These liaisons, serving on the Community Development Advisory Committee, have helped shape the program through leadership and representation of their campuses. (See Appendix A for listing of CDAC members)

The Community Development Definition and Model

Because the DCCCD is a multi-campus system whose colleges function independently as well as synergistically, the Community Development Program needed to reflect the varying needs and expectations of each college. Therefore, committee members felt it important to invest time in the beginning to establish a clear-cut definition and model for the Community Development Program that had the support of all campuses. Moreover, committee members foresaw the model being used by each college president to develop action plans for meeting DCCCD goals for enrollment management. Through a November retreat, numerous meetings and discussions with the colleges, that definition and model took shape. Those sessions produced a number of documents that are the underpinnings of the Community Development Program --

Definition of Community Development, CDAC Priorities and Constraints, The CDAC Role and CDAC Model Planning Document. (See Appendix B.)

Specifically, the model was designed to:

* Include community development planning at the campus level in the currently used district-wide operational planning model.
* Incorporate an Action Plan by the Community Development Advisory Committee into the Strategic Plan.

Summary of College Action Plans

The CDAC Model Planning Document stipulated that each college submit a Community Development Action Plan by March 15, 1986. Those action plans are contained in Appendix C of this report.

District-Wide Community Development Efforts

A. Community Development Mini-Conference

During the CDAC Spring 1986 meeting, Mamie McKnight proposed a Community Development Mini-Conference at which the committee would share the community development concept with civic leaders. Community leaders, in turn, would offer their perceptions of educational needs that might be met by the community college system.

A subcommittee chaired by McKnight spearheaded the conference. Members consisted of Yvonne Robinson (Eastfield College), James Hawkins (District Office) and Baltazar Acevedo (District Office). An Advisory Group composed of

CDAC members, other DCCCD personnel and community representatives assisted the subcommittee in developing the mini-conference.

CDAC members established the following objectives for the mini-conference:

* Develop an awareness of trends affecting educational development at all levels -- pre-college as well as college levels.
* Make the community aware of DCCCD's efforts to respond to the needs of Dallas County's under-served populations.
* Encourage participation, support and higher education/community partnerships in reversing higher education's downward enrollment and student retention trends.
* Identify key community individuals and groups who share the DCCCD's educational goals and concerns.

The mini-conference was held August 15, 1986, with 46 community and DCCCD representatives participating. Topics of the conference included:

* How to identify under-served populations in Dallas County
* How best to address the educational needs of such groups
* Where to recruit individuals and groups who might assist in providing educational services to these populations.

(See Appendix D for summary of mini-conference results.)

B. Adopt-A-School Efforts

On June 20, 1986, DCCCD officials approved an exciting new venture for the Dallas Community Colleges -- participation in the Dallas Independent

School District's Adopt-A-School program. Sponsored by The Dallas Chamber, the program enlists business and civic organizations to volunteer services, goods or financial help that improve the quality of public school education and provide "extras" not afforded by the school system's budget.

To encourage 7th and 8th graders to remain in school and go on to college, six of the seven DCCCD colleges agreed to "adopt" at least one DISD middle school with a high at-risk student population located in the college's service area. The participating colleges -- Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View and North Lake -- joined the Adopt-A-School program in Fall 1986.

Additionally, District Office and the District Service Center (DO/DSC) adopted two downtown DISD School Community Guidance Centers, since merged into one center. DO/DSC continues to work with the guidance center, providing tutoring and counseling.

The six community colleges and their middle-school "adoptees" are:

* Brookhaven - Marsh Middle School
* Cedar Valley - Hulcy Middle School
* Eastfield - Florence Middle School
* El Centro - Boude Storey Middle School
* Mountain View - Greiner Middle School
* North Lake - Cary Middle School

As reflected in the individual college reports (Appendix E), the college- sponsored Adopt-A-School activities vary. The colleges, volunteering time and resources, have held staff development workshops for DISD

instructors, tutored students, provided role modeling, hosted campus events and tours, participated in spinoff programs such as "adopt-a-student" and others engaging the Big Brother/Big Sister organizations, held workshops on educational opportunities and planned programs involving parents.

Each college operates independently and works closely with its adopted school to develop programs that will most benefit the school. DCCCD faculty and staff volunteers conduct most of the activities, often helped by community college students who apply volunteer work to course requirements or who participate in student leadership organizations. The DCCCD Colleges are among the newest adopters in the 18-year-old DISD Adopt-A-School Program. They join more than 1,000 businesses, civic and governmental agencies who aid DISD schools as adopters or as contributing partners. "In adopting its own school," said Juan Baldor, former DISD coordinator for the Dallas Chamber, "the DCCCD is participating in a wonderful concept -- a total community effort to help our schools."

C. Demographic Studies

Community Development coordinators worked closely with each campus on the demographic assessments so key to the Community Development Program, conducting studies and putting demographic reports in administrators' hands. Baltazar Acevedo conducted demographic studies at Brookhaven and Mountain View colleges and helped several colleges prepare surveys of their service areas. He and Colin Shaw (former Director of Research at DCCCD) also gave demographic presentations at Eastfield College, including a slide show documenting population changes in the area that Eastfield services.

D. Martin Luther King Jr. National Holiday Activities

The Martin L. King Jr. Community Center in Dallas and the DCCCD jointly sponsored a celebration at the center and a week of campus activities in conjunction with the first national holiday commemorating Dr. King's birthday. Campus events held January 7-15, 1986, included: * An educational fair for area high school students * A manned district-wide exhibit throughout the week of the celebration * A press conference by DCCCD's Public Information Office * A reception sponsored by the District Foundation for community and DCCCD leaders. The educational fair and reception were repeated in 1987.

E. The Martin Luther King Jr. Leadership Development Institute

Last year, the DCCCD inaugurated a new venture to mark the holiday honoring Dr. King -- the Martin Luther King Jr. Leadership Development Institute. The Institute trains individuals from predominantly minority communities for leadership and community service. Administered by the El Centro College Continuing Education Department, the program is designed for community service workers and volunteers, high-school and college students, and business people.

The Institute held its first session Jan. 27-Feb. 17, 1987, with 43 persons enrolled. Nine professional DCCCD leadership trainers and 23 community leaders guided the sessions. The El Centro College Continuing Education Department administered the four-week, 12-hour evening program in which graduates earned 1.2 continuing education units.

Topics of Institute classes range from theories of leadership, communications skills and leadership styles to negotiation strategies, decision- making and problem-solving techniques. Through exercises, Institute students assess their own leadership styles. They observe leadership in action by attending board meetings of area companies and visiting community organizations. An internship program gives advanced students the opportunity to rub shoulders with civic leaders at work.

Since its introduction, the Leadership Development Institute has expanded training from beginning to intermediate and advanced levels. In January 1988, Institute graduates planned and conducted a day-long leadership conference for some 100 selected high-school students at the Infomart.

F. ARCO Summer Study/Project M.E.E.T.

How business and the community college system have joined forces in furthering Community Development goals is exemplified by the "Minority Students in Engineering & Engineering Technology" project, launched in Spring 1986. Funded by an initial $34,800 grant from the Atlantic Richfield Foundation, the project aims at increasing engineering and high technology opportunities for minority students. It features all-day conferences for high school counselors and a tuition-paid summer study program that attracted 50 junior and senior high school students last year.

In addition, 42 minority students got a head start on engineering and high- tech careers in Summer 1986 by completing up to 13 credit hours each in science- related courses at three DCCCD colleges -- Cedar Valley, Mountain

View and El Centro. In addition to the ARCO grant, the Rockwell Foundation and the DCCCD Foundation helped provide 112 scholarships to participating students in 1986 and 1987. At the end of the summer program, ARCO executives hosted a special reception and awards ceremony for the students, their parents and DCCCD personnel at ARCO corporate offices.

Many of the students who took part in Project M.E.E.T. now are enrolled in college engineering, science and engineering technology programs at DCCCD and Texas senior colleges.

Highlights of Other District-Wide Efforts

A. DISD Scholarship Recipients

For the first time in 1986, 550 DCCCD scholarships were awarded to Dallas Independent School District graduating seniors who took part in the public school system's "Majority-to-Minority Transfer Program."

Scholarships ranging from $100-400 per year went to seniors who participated in the Transfer Program by attending a school outside their district to help improve racial imbalance.

To help encourage the recipients to take advantage of the scholarships and attend college, Jan LeCroy sent personal letters to all recipients, enclosing information about DCCCD colleges. The letters elicited many calls from interested students wanting additional information.

B. El Centro College Educational Outreach Center

Spinning off of DCCCD's successful partnership with the Martin Luther King Jr. Center, El Centro College established an Educational Outreach

Center at the facility. At the Outreach Center, printed information about El Centro is available at all times and staff are on hand to answer questions and counsel potential students on Thursdays.

C. Lake West Project

El Centro College, in collaboration with the STEP Foundation, has provided classes each semester for mothers of children enrolled in the West Dallas Head Start Program. Faculty members and counselors teach courses and provide special counseling to mothers while their children attend classes at the Head Start center. Classes include developmental reading, writing and math. Counselors work with the mothers on communications skills and job readiness. The program has been so successful that it is being expanded to at least one other area of the city.

D. Community Partners and Other Advisory Groups

An idea that sprang from the Community Development Mini- Conference, Community Partners are selected volunteers whose mission is, simply put, to get out in the community and bring back ideas and resources that benefit the Community Development Program. Through formal and informal contacts, the Community Partners have expanded the DCCCD's links with community leaders and organizations, helping the District stay abreast of community needs and improving its educational services. (See Appendix F)

Other ad hoc task groups have aided the Community Development Program. In addition to the Community Partners, the CDAC and college committees, the college presidents frequently host forums and luncheons with various community leaders and groups.

III. CURRENT STATUS OF COMMUNITY DEVELOPMENT EFFORTS

The Community Development Advisory Committee -- consisting of two full-time Consultants to the Chancellor for Community Development, faculty and administrative staff -- continues to meet regularly, formulating strategic community development policy and programs (see Appendix A).

College Activity Plans

Each college has developed a specific community development program based on the CDAC model. These College Activity Plans reflect each college's responsibility to encourage and guide minority students to attain higher education.

Campus programs that further this goal include:

* Establishing Recruitment/Retention committees
* Meeting with leaders in the minority community
* Participating in educational fairs
* Attending and sponsoring cultural awareness programs
* Co-hosting, with minority chambers of commerce, specially focused training seminars geared to the minority business community

* Advertising in the minority press and broadcast media
* Conducting job training seminars for women and minorities
* Maintaining good communications with area high schools
* Sponsoring college orientation activities

Following are highlights of other community development activities adopted by the seven community colleges -- Brookhaven (BHC), Cedar Valley (CVC), Eastfield (EFC), El Centro (ECC), Mountain View (MVC), North Lake (NLC) and Richland (RLC). (See Appendix C for additional data).

Highlights of College Activity Plans

Activity	Results
Recruitment Committees	Five of the community colleges (RLC, BHC, NLC, ECC and EFC) established committees to improve outreach to minority and at-risk students. In addition, three colleges boast student recruitment organizations. Brookhaven and El Centro have The Ambassadors; at Mountain View, it's the Mexican-American Student Organization. To beef up its recruiting, Richland conducted extensive ethnographic surveys of communities it serves.
Retention Committees	Four colleges (EFC, RLC, BHC and NLC) have set up committees to encourage at-risk

students to continue their educations. El Centro is considering such a committee. To better assess its dropout situaticn, Richland polled students in an extensive survey and created a "Mentor Program" lending support to potential dropouts. Richland also offers "Test Anxiety Workshops" in which at-risk students can learn skills for improving study habits and test scores. A Cedar Valley and Richland program, "Special Services for Disadvantaged Students," equips students with tutoring, interpreters and note-takers, mobility assistance and financial aid counseling.

Multi-Cultural Awareness Committees

Six colleges (RLC, EFC, NLC, MVL, BHC and CVC) have committees. At Mountain View, for example, these include the Black Student Organization and the Mexican-American Student Organization. Brookhaven has its Brookhaven International Club. Cedar Valley started a Black History Committee.

Meetings with Minority Community Leaders	All the colleges have actively generated such meetings, including: Wednesday luncheons at El Centro as well as meetings with Black and Hispanic leaders at Cedar Valley. North Lake has hosted breakfasts and luncheons for members of the Korean, Black and Hispanic communities. It also is considering Korean programming for its cable channel. Brookhaven counts Black, Hispanic and Asian community leaders on its 18-member Community Development Advisory Board.
Educational Fairs	All seven colleges have participated in or hosted educational fairs. Mountain View took part in the Texas Instruments Educational Fair as well as Hispanic and Asian fairs. Brookhaven was represented at the Multicultural Festival and at Skyline High School's "Hispanic Career Day." Cedar Valley joined in the "A.C.T. Olympics," "College Fair" and "Women In Communications

Job Fair." Richland's "Job Search Seminar for Displaced Workers" attracted nearly 100 attendees. Eastfield's four educational fairs drew some 700 participants.

College Night

These events are held by every campus, with as many as 500 attendees turning out at Eastfield and some 1,200 at El Centro. Cedar Valley and Richland each hosted students from nine high schools.

Minority Awareness Programs

Numerous programs at all colleges. North Lake offers 30 hours of Spanish language instruction to faculty; so far, 16 teachers have increased their bilingual skills through the course. The seven campuses feature an array of ethnic cultural events. Most campuses observe Black History Month throughout February. Each spring, Mountain View sponsors a residency for Black students from United World College. Richland students heard Harvard's Dr. Alvin Poussaint speak on racial prejudice and

Black folk artist Willard Watson lecture on art. The campus also staged exhibitions of Afro-American artists. Cedar Valley sponsored "Black Expressions" and "Hispanic Perspective" programs. North Lake students were treated to such events as Ballet Folklorico de Dallas, Hispanic Awareness Week and the "Rejoice Series" celebrating Black literature. In addition, they heard San Antonio mayor Henry Cisneros and writer Richard Rodriguez speak.

Staff Minority Awareness

Staff at all campuses have attended minority awareness workshops or programs. Cedar Valley instructors and administrators participated in an Inter-Ethnic Conference and in the Dallas Hispanic Issues Forum. More than 130 staff members at Richland, El Centro and Brookhaven have enrolled in awareness programs. "Marketing to Hispanics" workshops at Brookhaven, co-sponsored by the Concillio of Hispanic Organizations, drew 60 participants.

Minority Business Training Programs

Five colleges (NLC, CVC, RLC, ECC and BHC) have organized or helped sponsor business training programs geared to minorities. Some of these programs have been developed in cooperation with minority chambers of commerce. North Lake launched a pilot program offering office skills training to mothers who receive Aid for Financially Dependent Children. Cedar Valley's "Minority Business Enterprise Project," produced in cooperation with the Dallas Black Chamber of Commerce and Dallas Hispanic Chamber of Commerce, drew some 1,600 students from 10 high schools. Students found help with career decisions in "Entrepreneurship in America," a Cedar Valley-designed unit for beginning college students. The college also organized a series of seven seminars for minority entrepreneurs and sponsored an essay contest in which students from seven feeder high schools wrote about "Minority Entrepreneurship: What It Means to Me." In a special workshop, teens earned extra credit for developing their own business plans.

Minority Media Advertising	All colleges advertise in various minority publications and broadcast media. Mountain View seeks candidates for job openings through minority newspapers. Cedar Valley has run 14 ads in Hispanic and Black newspapers. To reach Hispanic students, Richland produced college brochures in Spanish as well as English. North Lake advertises campus events in Korean. community papers. And Richland has a six-month "media advertising blitz" under way to promote its programs and child-care services to minorities.
Networking with High Schools	All colleges actively involved, with many canvassing local school districts to encourage students to attend college who might not otherwise do so. Eastfield has 10 staff members who represent the college at area high schools. To strengthen its links with feeder schools, North Lake has compiled a comprehensive prospective students' mailing list and held "North Lake College Night" at J.O. Davis Recreation Center. The college also invites

high-school teams to campus athletic games, and high- school drama students to college plays. Brookhaven hosts a High School Principals Breakfast and "Next Stop, College" program for students. Mountain View designated two recruiters to focus on predominantly minority schools, and an English instructor regularly "guest-lectures" at Sunset High School. At Cedar Valley, high-schoolers can advance through its Dual Credit Program and gain insight into career opportunities in its "Job Seminar for Teenage Women."

Minority Recruitment at Four-Year Institutions

Two colleges (CVC and NLC) actively seek students through attrition referrals from four-year colleges and universities. North Lake works closely with the University of Dallas, Texas Women's University and the University of Texas at Arlington. Cedar Valley solicits referrals from Texas A & M, University of Texas at Dallas and Southwest Texas State University.

Relationships with Minority Community Service Organizations	All colleges active in this area. Brookhaven initiated a Community Development Leaders Luncheon and Cedar Valley named representatives to serve on the Al Gonzalez Education Committee. North Lake established relations with Black senior citizens organizations and invited Jewish organizations to hear Holocaust survivor Jack Glocer speak. The college also is developing a computerized network of community resources, leaders and agencies. Cedar Valley sponsored a "Career Night" at the Martin Luther King Jr. Center and helped organize the LULAC Awards Banquet.
Adopt-A-School Activities	Six of seven colleges participating (EFC, BHC, ECC, MVC, CVC and NLC). At Brookhaven, 32 instructors volunteer time toward staff development, teacher training and Adopt-A-Student activities benefiting Marsh Middle School. Working with the PTA, El Centro developed programs to improve race relations at Boude Storey Middle School and to discourage student drop-outs. The

college also hosted and chaperoned the middle school's prom. Some 130 pupils at Florence Middle School boosted their study skills with the help of Eastfield staff tutors. North Lake instructors teach oral hygiene to Cary Middle School students, judge the school's science fair and meet monthly with English faculty to help them prepare for the TEAMS writing test. Teachers at Cary also receive videotapes of North Lake speakers to use in their classrooms. Mountain View, taking the attitude that it's never too early to instill the idea of a college education, assigns a recruiter to its adopted middle school, Greiner.

Special Projects

The colleges have responded to their campus service areas with many individualized activities so varied they are difficult to categorize. A sampling of these activities: El Centro organized an AIDS and Youth Seminar and created an Hispanic Advisory committee. Cedar Valley was visible at Mexfest with its own booth featuring information and hand-outs about the

college. High school students needing academic help get a hand from Brookhaven's Volunteer Tutoring Program, and the college's General Scholarship Fund for Minority Students assists with financial aid. Mountain View conceived of a "Marketing to the Minority Community" course that is now part of its program. Taking a unique approach to its Community Action Plan demographic study, North Lake adapted techniques often used in grassroots political campaigns. A government instructor spearheads the project that college officials say allows them to stay abreast of subtle shifts in community make-up and to respond more quickly to such changes.

Campus Level Recruiters

Increasingly, DCCCD colleges are appointing recruiters whose mission is to increase minority representation and opportunities on their campuses. Brookhaven's recruiters are Annette Flowers; Travis Ueoka, who assists the college with its Asian population enrollment; and Ivan Martinez, who oversees Hispanic recruitment. Andy Tubbs fills the recruiting role at El Centro and Martha Woodcock at North Lake. At Mountain View, two counseling paraprofessionals -- Marcus Rojas and Bonnie Lutz -- handle recruiting responsibilities. The position at Cedar Valley, currently vacant, will be filled by a counselor on an extra-service contract basis. In addition, Margarita Ramos performs recruiting duties at the Job Training Center.

Special Consultant Visitation

To monitor and perfect the Community Development Program, the District brought in a consultant to review DCCCD efforts at its seven campuses. Dr.

Janet Smith, college planning/research/information specialist for the Cuyahoga Community College in Cleveland, Ohio, reviewed the District's College Action Plans. She also visited El Centro, Mountain View, Cedar Valley and the District Service Center, where she spoke at a meeting of the Community Development Advisory Committee.

Overall, Dr. Smith was quite pleased with the DCCCD's definition and concept of community development. She was extremely complimentary of the District's commitment to upgrading the quality of life of its constituents.

She made the following recommendations for improving the program:

* Develop and implement institutional accountability in carrying out objectives of the program.
* Adopt a systematic approach to ensuring faculty cultural awareness
* Involve faculty in managing and evaluating enrollment programs and policies that help the DCCCD meets its community development goals
* Collaborate with other community organizations to maximize ideas and financial resources
* Develop a community-based steering committee to develop ideas on how to combat minority student attrition.

Dr. Smith discussed "commitment versus attitude," emphasizing that minority efforts should not be considered an add-on to programs but, rather, an extension of the District's customary way of operating. Addressing the image and purpose of two-year colleges, she urged that the community colleges promote their Associate Degree programs as a means for professionals to enhance skills and knowledge through continuing education.

"The CDAC is at a point," Dr. Smith said, "where it needs to redefine its role. Will it function as a resource group or in an advisory capacity? Does it need more power to enforce accountability?" Her final recommendation was that the colleges concentrate their efforts on excelling at a single community development goal rather than diluting their resources trying to accomplish all four objectives.

IV. FUTURE DIRECTIONS OF COMMUNITY DEVELOPMENT

Any organization that is a catalyst for change eventually reaches a crossroad at which it must itself change. Thus the October 27, 1987, meeting of the Community Development Advisory Committee, called to re-examine its purpose and discuss its future role.

The committee's function had become more and more diffuse. Its title indicated that it was an "advisory" committee, yet its meetings consisted primarily of "resource and information-sharing." Convening once each semester, the committee gathered mostly to update members on progress and programs.

Although the committee had been instrumental in designing the model for the College Action Plans, it had played no role in evaluating their effectiveness. Neither did it have real authority over completion of the college activity plans. Responsibility for judging Community Development results rested with the individual colleges.

While this approach fostered autonomy, it left no means for the DCCCD to assess the Community Development Program from a district-wide perspective.

Broad-based assessment techniques appeared to be a missing link in the Community Development Program. Many felt that maturation of the program depended on evaluation, conducted regularly and systematically.

The role that the committee played in institutional planning and policy-making would be extremely important to its success, community development consultant Janet Smith had said. The consultant had challenged the committee to require minimal levels of accomplishment at each campus, but not necessarily parity in performance at all levels. She suggested tying results to some form of incentive funding.

With those ideas in mind, the committee began reassessing its definition of purpose and, in particular, the four key steps upon which it had founded the Community Development Program (please refer to Page 2). That thinking led to these conclusions for change:

1) The District needs to further clarify accountability for community development objectives, committee members decided, and to assign responsibility for reviewing results.

2) Recruitment efforts ought to be better coordinated among the many DCCCD departments who have a hand in recruiting. Other ideas: Have DCCCD financial aid offices play a higher profile role in recruiting minority students. Coordinate recruitment efforts from a District perspective at each campus. Evaluate the success of recruitment efforts system-wide to determine where to place more resources. Examine, at each of the colleges, where efforts to recruit certain groups have failed, and why. Continue to hire people to serve as recruiters -- a concept that, gratifyingly, has taken hold -- but set up a better mechanism for coordinating those efforts.

3) More emphasis should be placed on retention of students, but, beyond that, the DCCCD needs to establish expectations for student completion rates Ideas: Compare DCCCD retention data with that of like institutions around the country. Develop "model retention planning documents" as a tool that the seven colleges can use. Also, consider adding other student attainment incentives besides the Associate Degree. Recognizing that community college students do not fit the traditional mold of high school graduates who aspire to receive baccalaureate degrees, what levels of completion can we anticipate from students by which we can gauge retention efforts? Is an Associate Degree the only inducement DCCCD can offer, or can we establish intermediate goals for students? Likewise, retention also can be measured in terms other than the conferring of degrees. Barometers of enrollment might include "average contact hours" (basis for state funding) or "number of semesters returning."

4) The DCCCD should conduct a thorough study of system services. Suggestions: Intensify efforts by DCCCD's financial aid resources to get the message out to needy students. Distribute information about financial aid more widely. Review other service areas, such as admissions and counseling, in terms of community development goals.

5) Staff training procedures that heighten multi-cultural awareness are greatly needed. In this area, the committee felt it had accomplished the least. Training should be accelerated at all three levels of staff -- administrative, faculty and non-contractual. This is a delicate subject, committee members agreed, one that is difficult to broach in a system with an established open- door admissions policy where it is assumed that all employees have an innate sensitivity to diverse races and cultures.

Ideas: Conduct in-service workshops for certain classifications of employees in a methodical way. Hold workshops at times that are convenient for most faculty and staff members. Offer reward or recognition to individuals who go beyond the call of duty in volunteering for community development tasks or who exemplify the community development spirit. Meet with the faculty, administrative and non-contractual councils to pursue ideas for staff awareness training.

6) The DCCCD should develop a computerized network of names, addresses, and phone numbers for communicating with various community advisory groups, agencies and institutions in accomplishing community development goals. Listings of various sorts are available in several offices, but no centralized system exists. Such a system is important to maintain the interaction with civic leaders that has begun to flourish. Also, carve out a unified approach to district and campus advisory committees so that efforts and resource people do not overlap.

Several other issues need to be addressed in which the Community Development Advisory Committee has peripheral involvement. The first deals with affirmative action as a conscientious effort within the DCCCD. Various national studies show that the presence of minority role models within the ranks of an institution is key to attracting minority students. These role models should reflect the emerging populations from which the institution hopes to recruit.

A second concern is that it be clear within the DCCCD who is accountable for the hiring and placement of faculty and staff to fulfill community

development objectives. Several areas provide support for affirmative action goals (i.e., Personnel Services and Development and Community Development Consultants), but there is a vacuum when it comes to accountability for employment of minorities.

An approach that should be saluted and emulated throughout the system is the "Richland Plan." About a year ago, Richland College developed a conscientious plan to encourage the recruitment and hiring of minority staff. President Steve Mittelstet involved the Community Development consultants in the development of the plan as well as other staff who provide affirmative action support services.

7) Apart from staff and faculty hiring, the DCCCD should assign responsibility for student recruitment of minorities and set expectations for enrollment.

DCCCD efforts loom even more important with new trends affecting college recruiting in the state. There is a growing sense among the senior colleges that they need to become more active in seeking out minority students. At the same time, there is resignation among many educators that the brightest and most motivated students will be whisked away by the most prestigious institutions in the country, leaving less promising students as the pool from which our senior colleges will recruit minority students. Add to this the mounting pressure on Texas senior colleges by state legislators who feel Texas is losing academic talent to other states.

Rising out of these factors, wholesale recruiting teams from senior college ranks increasingly will prospect for students in areas that

traditionally have been the community college system's base. The DCCCD needs to be prepared to join them, not oppose them. Effective Two-Plus-Two programs, whereby students pursue sequential associate and bachelor's degrees, and other recruiting models should be designed so that the DCCCD maintains its presence as the dominant post-secondary educational institution for the first two years of a Dallas County student's college career.

V. RECOMMENDATIONS

This issue paper has provided the Community Development Advisory Committee the opportunity to trace its history, recount its numerous successes and isolate some of its concerns. These provide the bedrock for a series of recommendations that the CDAC now proposes for consideration and, ultimately, for support and clarification. The recommendations center on three broad areas: Recruitment, Retention and the CDAC Role.

At the core of each of these recommendations is this guiding principle: that by enhancing opportunities and success for minority students, the community colleges create a better educational setting for all.

Recruitment-Related Recommendations

A. Student Recruitment Council.

The CDAC prides itself on playing a major role in the development of campus recruitment efforts. Currently, four of the seven colleges have designated recruiters. A fifth college is considering such a position for the

near future. While intending to keep an active hand in recruitment, the CDAC urges that campus recruiting responsibilities be concentrated in one entity with broad-based authority.

The CDAC also recommends forming a Student Recruitment Council or Enrollment Management Council as a means for staff involved in "pure" recruitment efforts to meet on a timely basis and compare strategies and successes. Certain District Office personnel should be named ex officio members of this Council. They include the two Consultants to the Chancellor for Community Development, Director of Student and International Programs, Coordinator of Financial Aid, and Director of Public Information. Reporting lines for the council will be key to its effectiveness.

B. Increased Student Involvement in Recruiting Activities.

Several committee members believe that students themselves should take a more active role in recruitment activities, as in the "Student Ambassador" groups at El Centro and Brookhaven. The CDAC recommends organizing similar groups at the other colleges. The merit of student recruitment organizations is that potential students often perceive them as "friendlier" and more approachable than they do an administrative organization. To assist their efforts, the DCCCD should provide student recruitment groups with training sessions on college admissions and advisement policies and procedures.

C. Evaluation of Recruitment Efforts.

The recent appointment of a new Chancellor created an apt juncture for the DCCCD to take a look at its internal structure and consider changes.

Thus, for the past six months, two organization consultants have been meeting with the District's top leadership and studying the DCCCD's "institutional effectiveness." Although the consultants' conclusions are not yet public, the CDAC chairman has been apprised of their efforts. By integrating the consultants' recommendations with its own, the CDAC can better enhance the District's recruitment activities and help set future priorities.

D. Continuation of Community Partners.

The Community Partners, organized in 1986, have proven invaluable as "community sensors," providing a sounding board, resource and conduit for the DCCCD's "Community Development Program." The CDAC recommends continuing this program, with a few suggestions to make it even more effective: Some type of formal, annual contact (i.e. workshop, luncheon, etc.) should be established with the Partners. Also, the Partners should be kept informed of DCCCD-related efforts through informational mailings and college newsletters/newspapers.

E. Community-Based Organizations File.

The CDAC recommends establishing a computer program or data bank listing community-based organizations, officials, addresses and other pertinent information. This data bank could be an important tool for recruitment, general information and special announcement mailings. Updated annually, the file would be made available to the colleges but maintained by the Community Development Consultants. Approximate cost of instituting this service is being studied.

Retention-Related Recommendations

A. Role Models Representing Emerging Populations.

In the relatively new area of working with at-risk youth, there is one institutional characteristic that most researchers agree is necessary to keep minority students. That is the existence of role models with whom minority students can relate to -- academically, culturally and socially.

One reason predominantly Black institutions appeal to Black students is that they offer familiarity and support as well as education. Not all students, however, wish to attend colleges serving predominantly one race, creed or sex. They want to be a part of a homogeneous society. And yet, it is difficult for many minority students, particularly those whose parents did not attend college, to visualize themselves as successful at a campus where very few roles exist for comparison. Essentially, minority students begin to build in a "failure factor" that makes the road to graduation seem unnavigable.

The CDAC defines affirmative action efforts as availability of sufficient role models within an institution to represent populations that the institution serves or hopes to serve. Key to the success of affirmative action is that it be seen as a part of the overall mission of the institution -- an important criteria to student retention.

An affirmative action effort worth commending is the "Richland Plan" initiated by Dr. Steve Mittelstet, President of Richland College. This plan, discussed earlier in this report, represents a major step forward in the

community college hiring process. Considering all available pools of applicants for each staff or faculty opening requires extra time and effort, but, as Dr. Mittelstet says, "we must have a pluralistic environment if we are to effectively educate the students on this campus."

The CDAC recommends developing a workshop around the "Richland Plan," with college division chairs, college vice presidents and Executive Cabinet members participating. Such a workshop would demonstrate how Richland formulated its plan and encourage other colleges to replicate it.

Outmoded concepts of working with at-risk youth still exist in the District's professional ranks. Multi-cultural awareness should be emphasized through faculty and staff development. Training sessions are needed to instill sensitivity and thoughtful approaches in serving the District's minority students. The CDAC recommends that each college schedule and prepare a forum for its opening staff development activities prior to the beginning of the fall semester, 1988. Suggested formats include student/community dialogue sessions in which partipants share perceptions of the college and its educational environment.

A program on multi-cultural awareness is planned for District Conference Day. Also, the CDAC recommends that a section on multi-cultural awareness be added to the District Orientation Program and to the Career Development and Renewal Program. The Community Development Team will schedule time on the agendas of the Faculty, Non-Contractual and Administrative Employee Groups for Community Development Program discussion and multi-cultural awareness training.

B. Financial Aid Revisited.

The CDAC commends the outstanding work of the DCCCD Financial Aid Offices (FAO) in adapting to countless procedure changes required by the federal and state governments. Such changes, however, have strained the capacity of the FAO to meet cumbersome filing and reporting requirements as well as to perform the financial aid outreach so vital to the Community Development Program. The CDAC recommends conducting a study to assess the load-factor-per-personnel in FAO and determine how the department can become more proactive in allocating financial aid. Perhaps more FAO functions could be computerized, freeing the staff to do more outreach.

The DCCCD also should beef up efforts to advertise the availability of financial aid to prospective students. Little "all district" information exists, let alone is distributed to students.

C. Reinstate Short-Term Loan Fund.

In the past, each college has received short-term loan awards from the DCCCD Foundation. Because of confusion over repayment processes, a few colleges experienced major loan defaults, resulting in penalties and cutbacks for all colleges. This punitive effort has affected the colleges' ability to retain students through short-term loans.

The CDAC recommends that the full amount of short-term loan awards be reinstated to the colleges, with tighter procedures outlined for reasonable collection and payback. At a minimum, the loans could be re-awarded based on percent of collections retired.

D. Statewide Assessment Test for College-Level Ability.

The new state-mandated test for measuring college-level ability takes effect in Fall 1989. DCCCD plans support services to students taking the test, but questions loom about the adequacy of these services, especially from a Community Development standpoint. For example, will students who do not successfully complete the test have access to adequate remedial programs? Will the District need to train or retrain faculty to handle these additional courses in remedial studies?

The CDAC recommends naming a task force no later than Spring 1988 to study the effect of the state-mandated test on DCCCD operations, course scheduling, faculty retraining, student counseling, etc. The task force should include both faculty and administrative staff from the colleges and the District Office.

Already, the District loses many students during the registration process. Without effective follow-up, the colleges may lose many more in the wake of the new assessment test.

E. At-Risk Student Advisement.

Once students enroll, the colleges need to maintain more one-on-one contact with them, particularly in the first semester. At-risk students often need more guidance in selecting courses and understanding graduation requirements.

Richland's Mentoring Project is an excellent example of how a college can provide student advisement through a support system. Cedar Valley also

plans to introduce a mentoring program. The CDAC encourages such efforts, whether they take the form of "mentoring," "buddy" or "cluster" programs. All provide at-risk students with extra resources and support that can make the difference in completing a college education.

F. Enhanced Tutoring Availability.

Currently, tutoring is available at all campuses for Tech/Occ students through various TEA grants. In addition, every campus has some type of Learning Center or math lab for remedial help. Only Cedar Valley and Richland provide multi-disciplinary tutoring to all students, and only Cedar Valley offers a "Special Services Tutoring Program" funded by a TRIO grant.

To enhance retention efforts, the CDAC recommends that the colleges expand multidisciplinary tutoring to more students in Tech/Occ and liberal arts- related courses.

G. Student Drops.

Recently, the DCCCD revised its drop policy, moving up the drop date and routing students through the Registrar's Office. This streamlined procedure, however, has diminished faculty contact with students at an important juncture -- just as they're deciding to drop out of school. The CDAC recommends this process be reviewed "one more time" to see if faculty contact with students can be maintained while still retaining efficiency.

H. Articulation Programs with Senior Colleges.

Due to stepped-up recruitment efforts, many Texas senior colleges now

seek out the same kinds of at-risk students the community colleges are trying to attract. Two-Plus-Two programs are one solution to the crush. The DCCCD and the University of Texas at Austin and Southern Methodist University are collaborating to provide these sequential-degree programs to appropriate students. Many of the DCCCD's sister community colleges in other states, such as Maricopa Community College and Arizona State University, have developed sophisticated contracts with four-year institutions.

Such partnerships go a long way, as well, toward deflecting criticism that community colleges fail to encourage minority students to seek advanced degrees.

The CDAC recommends continued efforts to establish Two-Plus-Two contracts with Texas senior colleges and to make such opportunities known and available to at-risk students.

CDAC Role Recommendations

Through this issue paper, the CDAC has examined its role and its future. And in so doing, the committee has felt reunited in its efforts, proud of its accomplishments and excited about prospects for building on the Community Development Program.

The Committee continues to see itself as a catalyst for community development. It will quest for community needs that can be uniquely met by the colleges and propose programs that better serve all Dallas County residents. While sharpening existing programs, the CDAC will strive to aid the community development cause as an expert resource. In particular, the

CDAC will work to strengthen student retention efforts, especially reaching out to minorities and other disadvantaged individuals.

A. Committee Membership.

Attendance at CDAC meetings has become more erratic. Since the committee meets only once a semester, it is important that all colleges are represented during those meetings so that information flows freely back and forth.

The CDAC recommends that each college identify two representatives to serve on the committee to report on community development progress at their campuses and carry back news of CDAC actions. Both representatives could attend meetings, or they could alternate.

B. Incentive Grant Proposal

Dr. Smith of Cuyahoga Community College suggested that the CDAC encourage specialized, rather than identical, programs at each of the seven colleges. The CDAC recommends establishing an incentive grant program, overseen by the committee, to award funding for meritorious projects submitted by the colleges.

APPENDIX A

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
COMMUNITY DEVELOPMENT ADVISORY COMMITTEE

Name	Division	Location
Baltazar Acevedo	Director	Job Training Center
Jan Brobst	Planning and Development	District Office
Jackie Caswell Committee Chair	Chancellor's Office	District Office
Floyd Elkins	President	Cedar Valley College
Annette Flowers	Recruitment	Brookhaven College
Jana Flowers	Social Science	Richland College
James Hawkins	Affirmative Action	District Office
Curtis Ivery	Vice President/ Instruction	El Centro College
Mike Laman	Educational Affairs	District Office
Margaret Lewis/ Lynn Brink	Vice President of Student Development/Social Science Instructor	North Lake College
Ted Martinez, Jr.	Career and Continuing Education	District Office
Richard McCrary	Student and International Programs	District Office
Mamie McKnight	Chancellor's Office	District Office
John Nelson	Vice President/Student Development	Mountain View College
Claudia Robinson	Public Information	District Office
Yvonne Robinson	Office Careers	Eastfield College
Sandra Saucedo Scott	Chancellor's Office	District Office
Kathryn Tucker	Business Affairs	District Service Center
Paul Watkins	Employment Services	District Office

APPENDIX B

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Overview

Definition/Thrust

Community Development is a process by which an institution actually participates in upgrading the quality of life of its constituents.

Such an approach may include the following activities:

-- a longitudinal and systematic approach to assessment of the institution's services

-- a systematic model for recruitment and retention of students

-- a staff development component which creates an awareness and appreciation of the issues, population, etc., which impact the institution's role and scope

-- a communication network with identified emerging populations and other community agencies/institutions which serve the same cohorts

Program Components

Community Development Advisory Committee
Adopt-A-School
Community Development Partners
Martin Luther King, Jr. Institute
ARCO Summer Study Project
Education Fair
Service Area Demographic Studies
MLK Youth Leadership Conference
Special Recruitment Activities

Program Consultants

Dr. Mamie McKnight
Consultant to the Chancellor
Community Development

Mrs. Sandra Saucedo Scott
Consultant to the Chancellor
Community Development

Dr. Jackie Caswell
Executive Assistant to the Chancellor

11/87

COMMUNITY DEVELOPMENT

A Model Planning Document

Prepared by

Community Development Advisory Committee

January, 1986

Contents

Introduction

Definition and Concept of Community Development

Suggested Guidelines and Timeframe

Examples of Community Development Activities

Appendix

- List of Resource Consultants and CDAC members
- Service Area Maps and Guidelines
- Bibliography of Additional Readings
- Resource Materials

COMMUNITY DEVELOPMENT ADVISORY COMMITTEE

Model Planning Document

INTRODUCTION

This packet of materials represents the response of the Community Development Advisory Committee to the request of the Tanglewood Planning Group to provide a model community development planning document. This model is designed as a framework for integrating community development into the ongoing operational planning, Review and Evaluation process. The committee intends that this model be flexible and dynamic. It is a planning effort which is easy to follow within the DCCCD operational system of planning.

Although the original idea discussed during the Tanglewood Planning meeting was to incorporate community development college plans into the Strategic Planning Model, further deliberations led the Committee to believe that the most efficient and practical process would be:

1. to include community development planning at the campus level in the currently used district-wide operational planning model, and;

2. to include an Action Plan by the Community Development Advisory Committee in the Strategic Plan.

This change in approach is based on the fact that the Strategic Plan serves as an umbrella for all district-wide planning. It means that the Community Development Advisory Committee would include in its Strategic Action Plan a task such as: "To assist each college in the development of a Community Development Plan that is an integral part of its operational planning Review and Evaluation Process."

The committee recommends through this document that community development be absorbed wholeheartedly by the DCCCD and become a natural operational practice and procedure. This model is not an exhaustive one. Rather it includes a few examples of activities that could be done by work groups. The committee intends that this packet serve only as a catalyst for creative community development planning, achievement and evaluation at the campus level.

The membership of the Committee is listed in the appendix. You are encouraged to use committee members or the two Consultants to the Chancellor as resources for questions about the process.

DEFINITION AND CONCEPT OF COMMUNITY DEVELOPMENT

Community Development is a process by which an institution actually participates in upgrading the quality of life of its constituents.

Such an approach may include the following activities:

-- a longitudinal and systematic approach to assessment of the institution's services

-- a systematic model for recruitment and retention of students

-- a staff development component which creates an awareness and appreciation of the issues, population, etc., which impact the institution's role and scope

-- a communication network with identified emerging populations and other community agencies/institutions which serve the same cohorts

Community Development is also an inward look at how an institution's actions attract its constituents. It is an appraisal process by which a college considers whether or not the activities it performs are conducive to the attraction and retention of students; in particular minority students. However, this approach could be adapted to any target group.

Considerations which should be included in a solidly based Community Development Plan are:

1. Sensitivity to and positive attitudes by staff toward minority students;

2. A thorough analysis of a college's service area population using census and other demographic trend data to analyze potential growth, and;

3. The development of good insights toward community based organizations which can be utilized as facilitators, advocates or pipelines to communication with area minority populations.

Suggested Guidelines and Timeframe

Tasks	Resources	Outcomes	Suggested Timeline
College President identifies a community development planning group.	Existing committee of similar function or out of administrative structure	Core planning group.	On or before February 14.
Schedule first meeting. Invite resource consultants to lead discussion.	Resource consultants or members of CDAC.	Committee orientation to expectations.	February 21.
Committee reviews resource materials.	Packet of materials provided by CDAC.	Broader understanding of community development.	Prior to February 21 meeting.
Inventory current community development type efforts at location. (Review current operation plan.)	Current activities.	Comparison set of activities on which to build others. Utilize Review and Evaluation Committee here.	February 28.
Identify service area resource agencies and individuals.	City Hall, NTCOG, United Way, Library, Community Services, etc.	A list from which to build activities around.	February 28.
Identify internal and external activities by workgroups which complement community development efforts.	Example activities as attached or other activities as developed by location.	At least two activities per workgroup.	February 28.
Finalize all planning and workgroup activities by compiling them into planning forms.	Efforts which have been generated by core group and workgroups.	Report to Tanglewood Group.	March 15. (Final date for report unless changed by Tanglewood Group)
Establish a community development programs calendar.	Utilize existing academic and planning calendars and calendar of community agencies.	Integrate C.D. calendar with other existing college calendars.	Spring, Summer 1986.

Tasks	Resources	Outcomes	Suggested Timeline
Identify existing community programs which can be interfaced.	Contact through list developed in outcomes.	A schedule of events which will not conflict with those already scheduled.	Spring, Summer 1986
Identify available facilities.	Campus as well as community facilities.	Attempt to hold programs both on and off campus.	Spring, Summer 1986
Plan for publicizing and implementing events.	College budget and staff.	Well publicized events which are well attended.	Spring, Summer 1986
Develop a key campus contact person list for distribution to agencies and individuals.	College faculty and staff.	A tool which can be used by the community to obtain information.	Spring, Summer 1986

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
1. EDUCATIONAL PROGRAMS: The DCCCD will develop, deliver and market quality educational programs for the diverse community of the DCCCD.	Co-sponsor career awareness workshops with the Black and Hispanic Chambers of Commerce at select community sites.	Career and Continuing Education Business and Professional Institute Counseling
	Provide targeted attrition intervention counseling programs for identified "at risk students."	Counseling
	Establish or strengthen alumni organizations/ programs which support minority educational, social and cultural activities at the college.	President's Staff
	Identify minority business persons for inclusion on advisory committees.	Career and Continuing Education
	Formatively evaluate the impact of assessment, placement and developmental studies on minority students.	VPI/VPSD/Research Office
	Develop cultural/social program calendars which are continuous and supportive of the college's educational mission.	Public Information (Campus and District) SPAR VPSD
	Investigate differential impact of course drop date on minority student success.	Research Counseling
	Develop and maintain retention measures for program evaluation.	Research All college instructional divisions
	Publicize success stories	Public Information (Campus and District)

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
1. EDUCATIONAL PROGRAMS (continued)	Develop and sponsor science fairs or college math quiz bowls to encourage minority students' participation in these disciplines. Other activities to be developed by workgroups	Math and Science Divisions

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
2. ORGANIZATIONAL PROCESSES: The DCCCD will develop a positive organizational climate by employing a logical decision-making process, by cultivating an open communication network and by involving appropriate personnel in decision making.	Create and maintain current demographic data files on service area populations.	Research Consultants to the Chancellor Presidents' staff
	Ensure that effective communication processes occur in reformulating minority staff recruitment and placement programs.	Chancellor's Cabinet Executive Cabinet
	Other activities to be developed by workgroups.	

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
3. HUMAN RESOURCES: The DCCCD will establish and maintain a system for acquiring and developing the organization's human resources in order to meet the organization's and the individual's objectives.	Develop a minority and women businesses resource inventory of the college service area for special programs and internship assignments.	Business and Professional Institute Career and Continuing Education Womens Center Business Divisions
	Initiate and maintain cultural awareness sensitivity staff development programs.	Staff Development Officers/Committees President's Staff
	Initiate and maintain hiring practices directed toward increasing the number of under-represented populations.	Personnel Services and Development Chancellor's Cabinet Executive Cabinet
	Establish a mentoring system designed to foster nurturing and training of minority staff members.	Personnel Services and Development VPBS
	Develop a minority applicant pool and corresponding recruitment activity plan.	Personnel VPBS
	Develop and submit grants to help minorities through public and private resources.	Resource Development DCCCD Foundation
	Develop external exchange programs with local ISD minority staff and/or teachers.	Personnel Services and Development Staff Development Officer
	Other activities to be developed by workgroups.	

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
4. SOCIAL RESPONSIBILITY: The DCCCD will seek active involvement in activities and relationships to promote the general welfare, health and growth of the community.	Work with the minority chambers of commerce to sponsor special focus training seminars directed toward the needs of the emerging minority business community in the college's service area.	Career and Continuing Education Business and Management Divisions President's Office
	Work with the service area Boys and Girls Club to co-sponsor ongoing health and physical education programs at the campus.	Physical Education Division SPAR
	Invite community based organizations to use facilities for sport events on low use days of week.	Physical Education Division
	Identify and maintain a resource file of college service area CBO's.	President's Office VPSD/VPI/VPBS
	Work with local ISD's to create academic pipeline programs which are focused on "at risk students" such as tutorial assistance in high schools by DCCCD staff and students.	Counseling VPI
	Maintain targeted communications with an identified pool of minority opinion brokers which enhance the college's creditibility in the community.	President's staff Chancellor's staff
	Conduct community assessments directed toward the creation of a community issues inventory file.	President's staff CDAC
	Co-sponsor a multi-ethnic cultural program with minority community organizations.	SPAR
	Sponsor a minority artists exhibit with the Humanities Division and the City Parks Department.	Humanities/Fine Arts Division

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
4. SOCIAL RESPONSIBILITIES (continued)	Sponsor a series of brown bag seminars addressing special topics of interest to community agencies	SPAR Women's Center Social Science Division
	Work with local elementary and secondary schools to set up certain book and target subject exhibits in schools with high minority enrollments.	LRC Communications Division
	Co-sponsor a literary festival in conjunction with the friends of the Dallas Public Library and the English Division which focuses on specific target populations such as women and minority writers or poets.	LRC Communications Division Humanities Division
	Provide special tutoring experiences or study workshops for service area schools including middle schools.	All instructional divisions
	Other activities to be developed by workgroups.	

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
5. FISCAL RESPONSIBILITY: The DCCCD will maintain its commitment to fiscal responsibility through cost benefit analysis and financial accountability.	Develop and maintain a minority and women vendor resource file for contract bidding.	VPBS Purchasing
	Promote awareness of financial aid and scholarship availability within the DCCCD especially TPEG loans.	VPBS Financial Aid Officer
	Create college based minority purchasing goals on under bid limit items.	VPBS Business Operations
	Solicit additional scholarship monies to aid minority students' college attendance.	DCCCD Foundation President's Staff
	Other activities to be developed by workgroups.	

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

GOAL	SAMPLE ACTIVITIES	SUGGESTED WORKGROUPS
6. PHYSICAL RESOURCES: The DCCCD will continue to provide and maintain physical resources in support of the educational program.	Communicate with local community based organizations about the availability of campus meeting space including suggested times and locations	VPBS President's staff
	Focus on continued maintenance of campus facilities to impart a look of quality and pride in our institutions.	President's staff VPBS
	Other activities to be developed by workgroups.	

COMMUNITY DEVELOPMENT ADVISORY COMMITTEE

Baltazar Acevedo, District Offices, 746-2479

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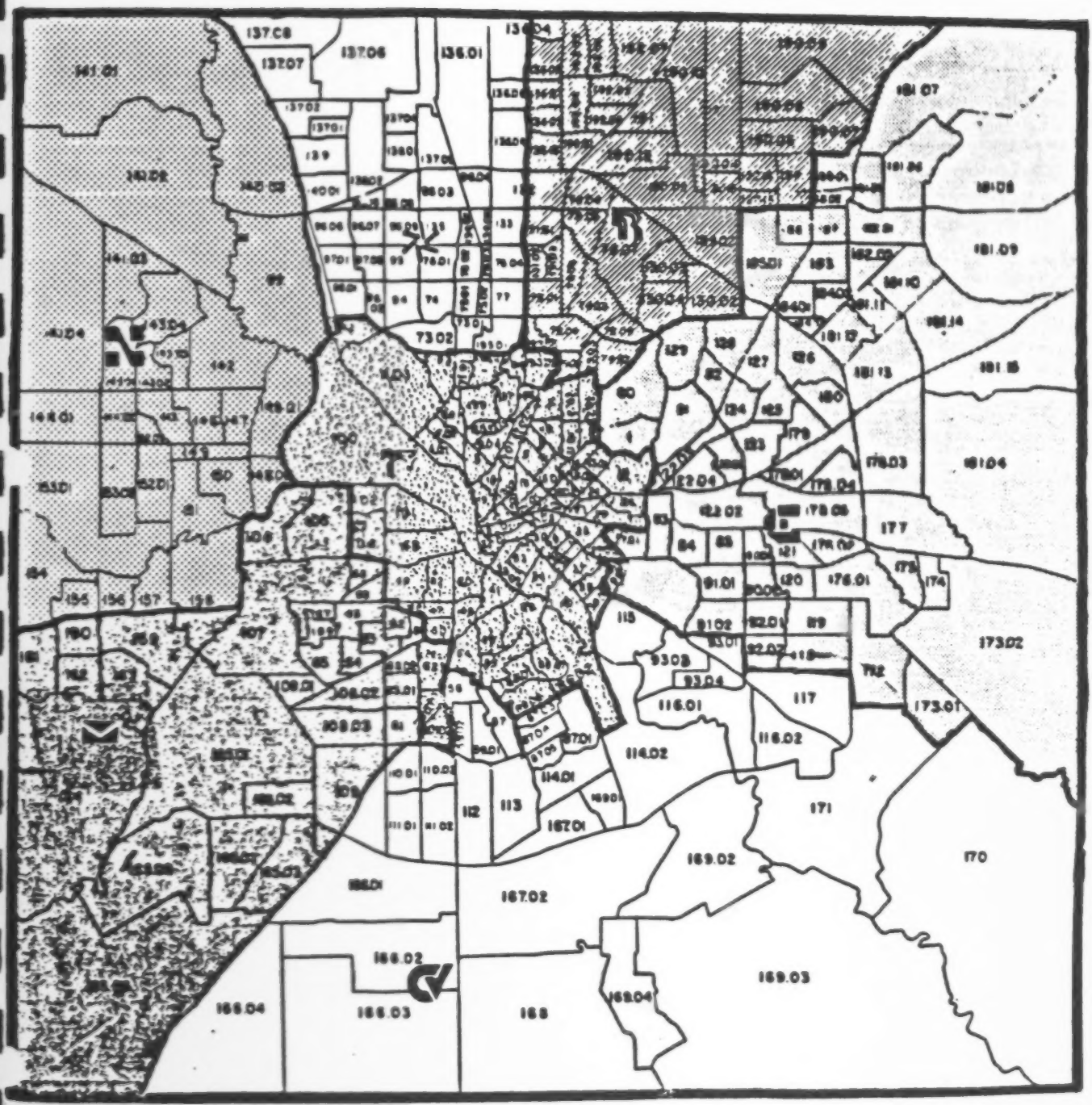
DCCCD
COLLEGE SERVICE AREAS
(Approved 1978)
By 1980 Census Tracts



Source: Office of Planning, Research and Evaluation
March 1982

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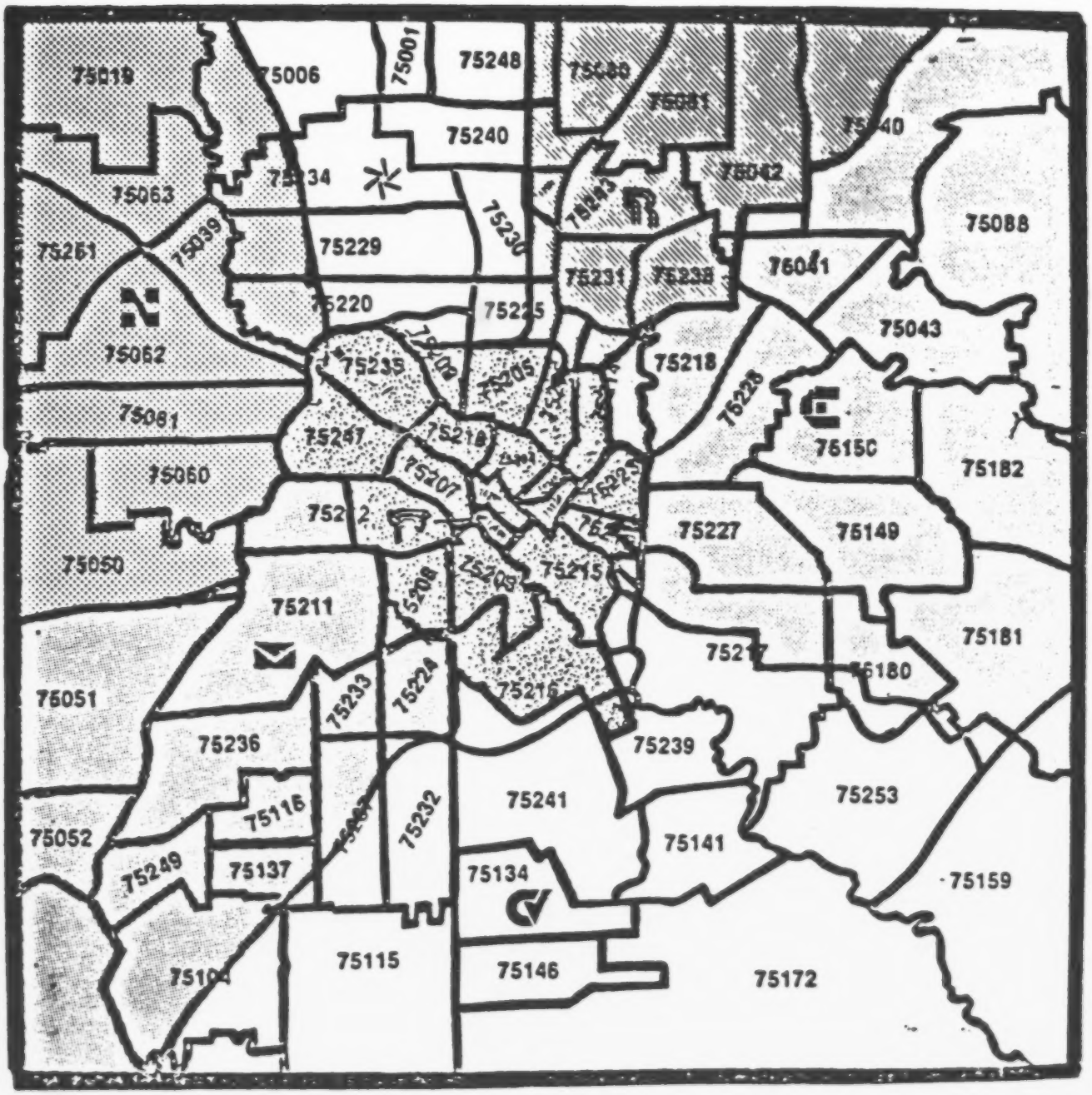
DCCCD
COLLEGE SERVICE AREAS
(Approved 1978)
By 1982 Zip Codes



Source: Office of Planning, Research and Evaluation

CARROLLTON-FARMERS BRANCH I.S.D.
Newman Smith High School
2335 N. Josey Ln.
75234
Brookhaven

R. L. Turner High School
1600 Josey Ln.
75006
Brookhaven

CEDAR HILL I.S.D.
Cedar Hill High School
1 Longhorn Blvd.
75104
Cedar Valley

COPPELL I.S.D.
Coppell High School
75019
North Lake

DALLAS I.S.D.
Bryan Adams High School
2101 Millmar
75228
Eastfield

W. H. Adamson High School
201 E. 9th
75203
El Centro

Arts Magnet High School
2501 Flora
75201
El Centro

Business and Management Magnet High School
2218 Bryan
75201
El Centro

David W. Carter High School
1819 W. Wheatland
75232
Cedar Valley

High School for Health Professions
4515 Ross
75246
El Centro

Hillcrest High School
9924 Hillcrest
75230
Richland

Human Services Magnet High School
1738 Gano
75215
El Centro

Thomas Jefferson High School
4001 Walnut Hill Ln.
75229
Brookhaven

Justin Kimball High School
3606 S. Westmoreland
75233
Mountain View

Lincoln High School
5000 S. Oakland
75212
Eastfield

Public Services Magnet High School (Government and Law)
912 S. Ervay
75201
El Centro

North Dallas High School
3120 N. Haskell
75204
El Centro

L. G. Pinkston High School
2200 Dennison
75212
El Centro

Roosevelt High School
525 Bonnie View
75203
EL Centro

W. W. Samuell High School
8928 Palisade
75217
Eastfield

Seagoville High School
15920 Old Seagoville Rd.
75159
Cedar Valley

Multiple Careers Magnet (Wm. B. Carrell Center)
4528 Rusk
75204
El Centro

Science and Engineering Magnet High School
3434 S. R. L. Thornton
75224
Mountain View

Transportation Institute
714 Crockett
75201
El Centro

Skyline High School
7777 Forney
75227
Eastfield

South Oak Cliff High School
2445 E. Ledbetter
75216
Cedar Valley

H. Grady Spruce High School
9733 Seagoville
75217
Eastfield

Sunset High School
2120 W. Jefferson
75208
El Centro

W. T. White High School
4505 Ridgeside
75234
Brookhaven

Woodrow Wilson High School
100 S. Glasgow
75214
El Centro

James Madison High School
3000 Martin Luther King Blvd.
75215
El Centro

<u>DESOTO</u> <u>I.S.D.</u>
DeSoto High School
600 Eagle
75115
Cedar Valley

DUNCANVILLE I.S.D.
Duncanville High School
900 W. Camp Wisdom Rd.
75116
Mountain View

GARLAND I.S.D.
Garland High School
310 S. Garland
75040
Eastfield

North Garland High School
2109 Buckingham
75042
Richland

South Garland High School
600 Colonel
75043
Eastfield

Lakeview Centenial High School
3505 Hayman
75043
Eastfield

GRAND PRAIRIE I.S.D.
Grand Prairie High School
101 High School Dr.
75050
North Lake

South Grand Prairie High School
301 W. Warrior Trail
75051
Mountain View

HIGHLAND PARK I.S.D.
Highland Park High School
4220 Emerson
75205
El Centro

IRVING I.S.D.
Irving High School
900 O'Connor
75061
North Lake

MacArthur High School
3700 N. MacArthur
75062
North Lake

Nimitz High School
100 W. Oakdale
75060
North Lake

LANCASTER I.S.D.
822 W. Pleasant Run
75146
Cedar Valley

MESQUITE I.S.D.
Mesquite High School
300 W. Davis
75149
Eastfield

North Mesquite High School
18201 L. B. J. Freeway
75150
Eastfield

West Mesquite High School
2500 Memorial
75149
Eastfield

RICHARDSON I.S.D.
Lake Highlands High School
9449 Church
75238
Richland

J. J. Pearce High School
1600 N. Coit
75080
Richland

Richardson High School
1250 W. Belt Line
75081
Richland

Berkner High School
1600 E. Spring Valley
75081
Richland

WILMER-HUTCHINS I.S.D.
Wilmer-Hutchins High School
S. Millers Ferry Rd.
75172
Cedar Valley

DALLAS HIGH SCHOOLS BY SERVICE AREA

BROOKHAVEN
Newman Smith High School
R. L. Turner High School
Thomas Jefferson High School
W. T. White High School

CEDAR VALLEY
Cedar Hill High School
David W. Carter High School
Seagoville High School
South Oak Cliff High School
DeSoto High School
Lancaster High School
Wilmer-Hutchins High School

EASTFIELD
Bryan Adams High School
Lincoln High School
W. W. Samuell High School
Skyline High School
H. Grady Spruce High School
Garland High School
South Garland High School
Lakeview Centennial High School
Mesquite High School
North Mesquite High School
West Mesquite High School

EL CENTRO
W. H. Adamson High School
Arts Magnet High School
Business and Management Magnet High School
High School for Health Professions
Human Services Magnet High School
Public Services Magnet High School
North Dallas High School
L. G. Pinkston High School
Roosevelt High School
Multiple Career Magnet High School
Transportation Institute
Sunset High School
Woodrow Wilson High School
James Madison High School
Highland Park High School

MOUNTAIN VIEW
Justin Kimball High School
Science and Engineering Magnet High School
South Grand Prairie High School
Duncanville High School

NORTH LAKE
Coppell High School
Grand Prairie High School
Irving High School
MacArthur High School
Nimitz High School

RICHLAND
Hillcrest High School
North Garland High School
Lake Highlands High School
J. J. Pearce High School
Richardson High School
Berkner High School

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

The Reading Room
District Office

Listed below are materials in the Reading Room that have implications for Community Development.

Books Available

Equality and Excellence: The Educational Status of Black Americans, a publication of the College Board (1985)
A brief assessment of the current educational status of black Americans and a discussion of recent policy trends as they affect blacks. Demographic, income and employment trends are delineated. Other sections look at educational accomplishment and policies affecting access and success.

Horace's Compromise: The Dilemma of the American High School by Theodore R. Sizer (1984)
Horace of the title is a high school English teacher, a twenty-eight-year veteran who has, by the nature of what the system asks him to do, compromised his own stringent sense of what excellent teaching is. Sizer offers a readable and gently radical view of how high schools need to change in some basic ways to be effective. Much about the restructuring of time in public school learning environments has implications for community colleges.

Minorities in American Higher Education by Alexander Astin (1982).
Astin, professor at UCLA and President of the Higher Education Research Institute, completed an extensive look at the beginning of this decade at the state of minority education in higher education. Although the data is no longer current, it is certainly pertinent--showing the progressive underrepresentation of each minority group at successively higher levels of educational attainment, the severe underrepresentation of minorities in certain fields, and the major changes in enrollment patterns. Astin goes on to analyze factors that facilitate or inhibit progress and challenges the assumption that equal access and opportunity characterize American higher education. His book includes recommendations to improve conditions, including recommendations for community colleges.

The Neglected Majority by Dale Parnell (1985)
The President of AACJC presents a major proposal to increase high school/community college cooperation and coordination against a backdrop of fulminating change in our society. The neglected majority for Dale is the middle quartile of high school students that somehow lose their focus in the last years of high school and are not channeled toward realistic goals and careers. He is to be commended for pointing us toward solutions that may not be easy but are within our grasp as community college educators. As he reminds, us, sometimes the thing that needs to be accomplished is so patently clear, it is undervalued.

Organizational Culture and Leadership by Edgar Schein (1985)
This is a book after my own heart because it makes more tangible those beneath-the-surface elements that need to be attended to and are often overlooked in an organization. Schein offers both theory and practical tools for analysis of one's own work culture. He believes that you describe an organization's culture by probing the underlying assumptions it makes to do business. How to discover these assumptions and then change them, as is sometimes possible, is a major theme.

A Passion for Excellence: The Leadership Difference by Tom Peters and Nancy Austin (1985)
This long-awaited companion piece to In Search of Excellence provides hundreds of concrete examples about providing superior service to customers and encouraging constant innovation through day-to-day acts of leadership. A much closer look at Management by Wandering Around is offered as are profiles of "skunks." There is also an interesting new leadership personification: the coach.

Strategies of Community Organization edited by Fred Cox, et al, 1979.
Baltazar Acevedo recommended this book to the Reading Room. It contains a number of readings which reveal communities to be complex and interdisciplinary--their character defined by a number of professional arenas: social work, public health, adult education, public administration, city planning, and community mental health. If you are looking for fresh ways to understand the community college as part of a complex community, you will find useful perspectives among these readings.

Audio Tapes Available

"Dazzling Demographics" presented by Bud Hodgkinson
Informative 1984 presentation to AACJC's Board of Directors in which Dr. Hodgkinson looks at a spate of national indicators and makes predictions.

Demographic Shifts in the Southwest: A Framework for Policy Decisions by David Hayes-Bautista
Dr. Hayes-Bautista, scholar-investigator at the University of California at Berkeley, spoke at North Lake's staff development kickoff this month. He interprets a battery of demographic information about Hispanics in the Southwest. He sees the numbers and trends in human terms--as "doors of opportunity" rather than barriers and gave me new, welcome perspectives on immigration issues.

"In Search of Excellence" by Tom Peters (January, 1985)
Two tapes which amplify the basic propositions set forth in his first book, anticipating the next, The Passion for Excellence.

"Literacy and the Open Access College. Panelists: Richard Richardson, Profession of Higher Education, Arizona State University; Judith Eaton, President, Community College of Philadelphia; and Thomas Porter, Dean, College of Liberal Arts, University of Texas at Arlington.
Richardson draws conclusions based on his own research on literacy and articulation which has sometimes been critical of community colleges.

Eaton offers a community college perspective. Porter describes elements of a critical literacy project in which the DCCCD is involved.

"Organizations as Phrog Farms" by Jerry Harvey
At Brookhaven's fall retreat, Jerry Harvey reprised his parable about the nature of organizations and their bad habit of turning professionals into phrogs. It you have not had the opportunity to explore Harvey's irreverent ideas, this is your chance. He is intent on presenting a strongly-stated case for horizontal structure in organizations--for the building of community in the work place.

"Preparing Hispanics for the Future: Educational Initiative for a Growing Student Population." Panelists: William Dias, Program Officer, The Ford Foundation and Rafael Magallan, Director, Hispanic Higher Education Coalition.
An overview of data and issues that impact Hispanics and that influence their involvement in higher education.

"The Pursuit of Educational Excellence" by John Roueche
At El Centro's fall convocation, John highlights the findings of Roueche and Baker's ongoing research on excellence in educational settings.

"Searching: The Relevance of Tomas Rivera's Vision for the Future of Higher Education" by John Maquire
This presentation is an eloquent look at Rivera's deep commitment to equal opportunity in higher education. Maguire, President of Claremont University Center and Graduate School, has opened a policy analysis center bearing Rivera's name.

1/29/86

Selected Readings*

Hossler, Don. "Enrollment Management: A Paradigm for Student Affairs Professionals." NASPA Journal, Fall, 1985, Vol. 23, n. 2.

Newman, Frank. "Participation of Minorities in the Professional Life of the Country." Higher Education and the American Resurgence: A Carnegie Foundation Special Report. Princeton University Press: Lawrence, New Jersey, 1985.

Evans, Arthur H., Jr. "An Analysis of Factors Affecting Credit Enrollment." Pima Community College.

Hispanic Policy Development Project. "Make Something Happen: Hispanics and Urban High School Reform." Vols. I and II.

McCabe, Robert H. "Equity and Quality in College Education." Educational Record, Spring 1985, pp. 4-9.

Richardson, Richard C. "How are Students Learning?" Change, May/June 1985, pp. 43-49.

APPENDIX C

Community Development Activity Report
Fall and Spring Semesters, 1986-1987

Location: Brookhaven College
Representative: Johnyce Alders

ACTIVITY	TIMELINE
Collective Leadership	
1. BHC hosted a community leaders luncheon for leaders from the underserved populations in the BHC service area. One of the results of that meeting was the establishment of an informal advisory board that would meet three or four times per year. The Community Partnership Concept served as the basis for this forum.	July 15, 1986
2. The BHC Community Development Task Force was reactivated in August, 1986. The major tasks of this group are to coordinate campus efforts so that overlapping of activities is minimized and continue efforts to form partnerships with community leaders. (See Attachment 1 for task force structure.)	August, 1986 (Task ongoing)
3. As a result of the teleconference on "High School-Community College Partnerships," Sept. 30. 1986, a BHC High School Advisory Committee was formed. A luncheon for this committee was held on Nov. 21, 1986. The overall purpose for this group was to improve educational processes and experiences for the youth of our community through ongoing collaborative efforts.	November, 21, 1986
4. BHC hosted it's second "Leaders' Luncheon." Major topics discussed at this meeting were; college image, recruitment of minority students, resources (both for and from the community), and student retention. This meeting resulted in some very honest dialogue which solidified relationships and provided some excellent ideas for meeting the needs of our underserved populations.	March 3, 1987
5. In May, 1987, Brookhaven College will be one of several colleges and universities in the North Texas area to host a group of international advisors. Brookhaven is the only community college which has been asked to host this group. Our purpose will be to explain the role of the community college and how international students can benefit from a community college experience.	May, 1987

about the project as is Brookhaven College. Planned activities for interacting with teachers and students at Marsh are included in BHC Adopt-A-School Report.

7. In September, 1986, the Brookhaven Recruitment Advisory Committee was formed. The committee developed suggested recruitment activities for a new recruiter position. In October, 1986, a temporary recruiter position was established (4 1/2 months) and a recruiter hired for that time period. At the February review meeting of the advisory committee the following activities were evaluated and future needs were considered:

October, 1986, through February, 1987

Accomplishments of the recruiter:

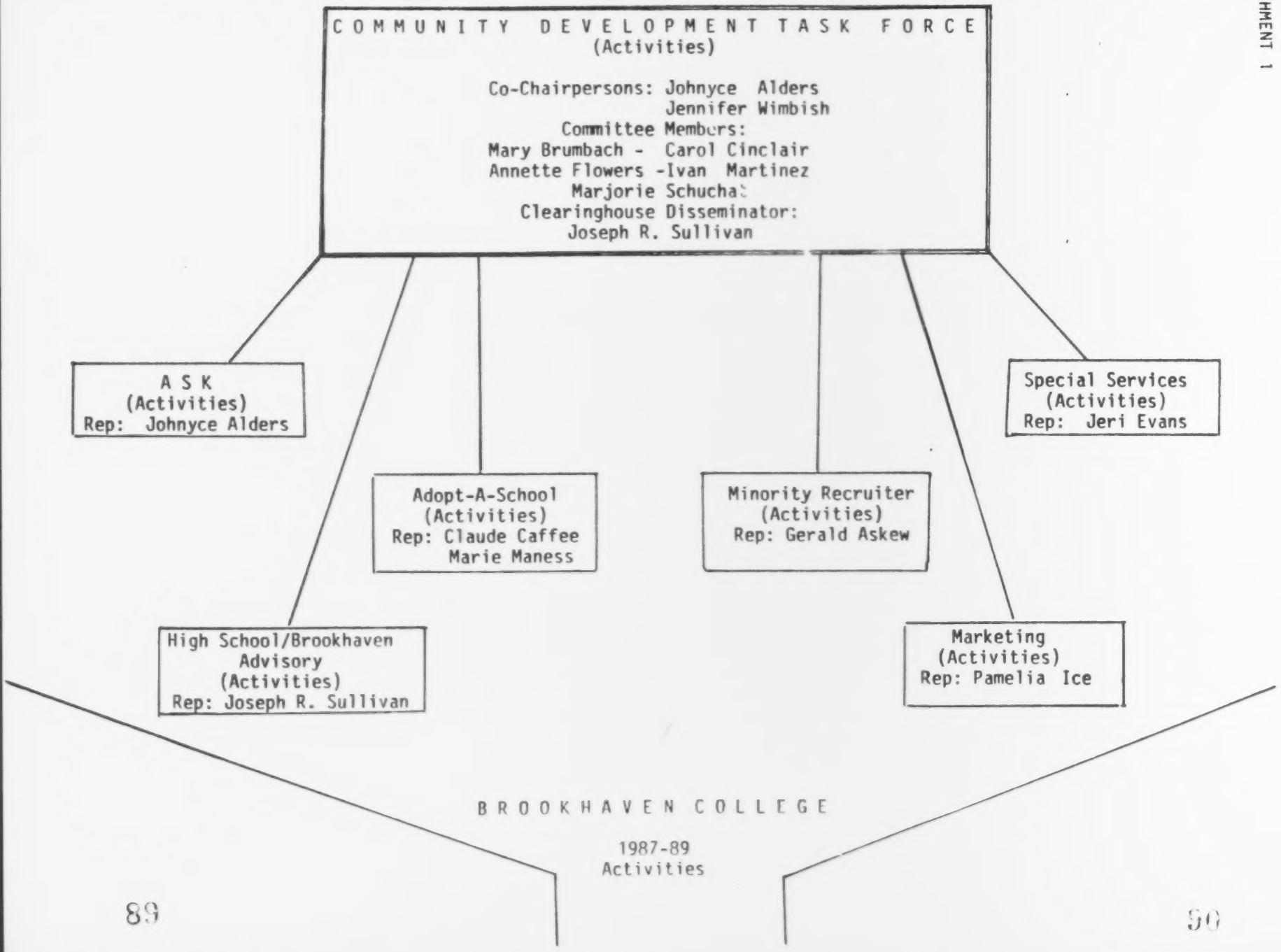
A. Contacts with several high school principals and counselors on a regular basis. Recruiter was available for students before classes and during some lunch periods one day per month in two/three area high schools. Attended "College Nights" in area high schools.
B. Sent promotional letters to specific high school populations.
C. Conducted BHC tours from some high school groups.
D. Participated in "Next Stop: College" (C/FB seniors).
E. Worked with Claude Caffee and Janice Shafer on Adopt-A-School Program.
F. Met with counseling center staffs in the high schools.
G. Promotional letter/card during the holiday season to contacts.
H Served on the following BHC committees: Community Development, Adopt-A-School, and High School/College Advisory.
I. Set up BHC booth in the Northtown Mall on two weekends during the pre-holiday season.
J Identified some minority professional organizations and made contact: Dallas Alliance for Business (Love Field area) and SER (Hispanic Job Placement Center).
K. Collaborated on the Texas Instruments Education Days.

Activities to be considered for the future:

A. Build data bases of high school juniors and seniors.
B. Continue on "College Nights" in the schools.
C. Regular presence in area high schools
D. Establish a "Student Ambassador" program at BHC.
E. Articles in high school student newspapers.

12. Brookhaven's Special Services Program offers free tutoring to students enrolled in technical/occupational programs or students who are currently enrolled in developmental or ESL courses but plan to pursue a tech/occ degree. We also offer free tutoring to students who are planning to major in a four-year degree through the Praxis program. Each semester Special Services provides Praxis training for approximately 10 students who receive credit for tutoring transfer students throughout the semester. Typically, requests for tutors are in developmental math, reading, writing, and English as a Second Language; we also provide tutors in English 101, 102, Math 101, 102, History 101, Psychology 105, Chemistry 101, and other areas as the need arises. Last fall over 70 students received tutoring for the full semester. Eighty-two percent of those students successfully completed their courses with an A, B, C, or satisfactory. We are currently working on an orientation packet to train our tutors for next fall. This packet will include an audio-visual module and a manual for working with a variety of students.	Ongoing
13. Approximately 50 students from W. T. White High School (ESL students and Love Field Hispanic students) who have expressed a desire to come to college will be visiting BHC on April 7, 1987. That program will include general information about college and a tour of the campus.	April 7, 1987
14. BHC has an ongoing relationship with operation SER (Dallas Alliance for Progress). SER offers intensive job training for minority women. Some of these students visited BHC in December, 1986, and February, 1987. This group has been invited to attend a career job seminar on March 31, 1987.	Ongoing
15. Brookhaven managers attended a cultural awareness retreat as a first step in fostering understanding of the needs of underserved populations of students and staff.	March 6, 1987

ATTACHMENT 1



Community Development Activity Report

Spring Semester, 1987

Location: Cedar Valley

Representative: Floyd Elkins

Activity	Results	Timeline
UNSKILLED/UNEMPLOYED/UNDEREMPLOYED/DISPLACED WORKERS/FUNCTIONAL ILLITERATES/YOUTH 14-26		
*Low level assessment students-Continuing Ed. Academic Skills Survival Course	29 tested below 11 11 enrolled in non-credit Academic Skills Survival course	In progress
*Construction Trades Program at FCI at Seagoville	Commercial upholstery and Auto Mechanics added.	Spring, 1987
*ATA Program offers employment	Increased enrollment by 31%	In Progress
*Short courses in Air Conditioning	Enrollment: 90 16 20 10	Spring, 1986 Summer, 1986 Fall, 1986 Spring, 1987
*ESL	14 in the Spring	Will continue
*GED	19 in the Fall 16 in the Spring	Will continue
AT RISK HIGH SCHOOL STUDENTS/MIDDLE SCHOOLS AND FAMILIES/GRADE SCHOOLS/HIGH SCHOOL DROPOU		
*Tutoring/College Learning Skills Program	155 on continuing basis 315 on drop-in basis	In progress
*Continuing Educ. Programs in reading & math improvement	13 in Fall 16 in Spring	Will continue
*Cedar Hill High School Vocational Auto Program	26 - Fall, 1986 18 - Spring, 1987	Will continue
*Adopt-A-School - Hulcy Middle School	Big Brother-Big Sister Faculty Guest Speakers	In progress

(continued)

Community Development Activity Report

Spring Semester, 1987

Location: Cedar Valley

Representative: Floyd Elkins

Activity	Results	Timeline
MINORITY/ETHNIC POPULATIONS/WOMEN/SMALL BUSINESSES		
*Black History Month	See Attached Schedule.	February 1987
*Hispanic Awareness Week		April 28 - May 5, 1987
*Annual Secretaries' Day Conference	200 anticipated attendance	
*ARCO Project for minority engineering		Renewed for 1987
*Minority Business Entrepreneurship Workshops	148 in six seminars	Scheduled again for 1987
*Small Business Workshops through Continuing Educ.		In Progress
COLLECTIVE LEADERSHIP		
*Career Day with Lancaster Rotary Club	Successful	Plan to make it an annual activity
*Oak Cliff Chamber - CVC rep on Educational Committee		In progress
*Working with small business development committees in DeSoto Lancaster & Cedar Hill Chambers.		In progress
*College President meeting with Black and Hispanic leaders	Improved communication lines	In progress

(Continued)

Community Development Activity Report

Spring Semester, 1987

Location: Cedar Valley

Representative: Floyd Elkins

Activity	Results	Timeline
ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE TIME ADULTS		
*See Continuing Educ. Course Schedule--over 50 courses scheduled.		In progress
CONTINUING EDUCATION/CAREER CHANGES		
*Women's Program; Displaced Homemaker	See Attached Schedule.	In progress

BLACK EXPRESSIONS

Cedar Valley College,

in observance of Black History Month, presents a series of events that are free to the public.

Attendance	
	February 2 -
50	Don Deago & Jazz Band 11:30am-1:00pm Cedar Valley College - Cafeteria
	February 3 -
12	Book review - Black Like Me by John Howard Griffin presented by Tim Sullivan (Instructor, Cedar Valley College) 12:30pm-1:30pm Cedar Valley College - Private Dining Room
	February 5 -
115	Perseverance....A Key to Success Rolando Blackmon (Dallas Mavericks) 10:00am - 11:00am Cedar Valley College - Performance Hall
	February 10 -
15	Book review - A Piece of Mind by J. California Cooper presented by Emma Rogers (Black Images Bookstore) 12:30pm-1:30pm Cedar Valley College - Private Dining Room
	February 12 -
150	Black Business Day (Business Owners) 9:00am - 2:00pm & 6:00pm - 8:00pm Cedar Valley College - D Lounge
	February 17 -
250	The Orginal Art Work of Krandel Lee Newton 10:00am Opening Reception Performance Hall - Gallery
130	How to be a successful student 12:30pm-1:45pm Rubye Snow - Assistant Principal, DISD & Part-time Instructor for Cedar Valley College Dr. Curtis Ivery, Vice President of Instruction, El Centro College Dr. Yvonne Ewell - former Assistant Superintendent for DISD

Community Development Activity Report

Spring Semester, 1987

Location: Eastfield College

Representative: Yvonne M. Robinson

Activity	Results	Timeline
1. Recruitment/Retention Committee Meeting	Divided Committee into two committees -- Recruitment Committee and Retention Committee	November 26, 1987
2. Recruitment Task Force Committee, Sharon Cook Chair	Shared recruitment ideas	Ongoing
3. Retention Task Force Committee, Felix Zamora Chair	Developed goals and objectives	Ongoing
4. Eastfield Vocal and Jazz Ensemble -- Curt Bradshaw, Dir. (Eastfield Instructor)	Participation by Black and Hispanic students. Development of a sense of pride in identifying musical roots and heritage of minority groups.	Ongoing
5. Cultural Awareness Committee Meeting	Plans are underway to have minority faculty and staff meet, and to host work sessions and luncheons for minority community leaders.	2/11/87 (Ongoing meetings)
6. DCCCD Educational Fair	Participation by Emmett Brown, Counselor Yvonne Robinson, Instructor	1/16/87
7. Black History Month in the Learning Resource Center (LRC)	Pictorial display of important events in Black history, Black leaders and books by Black authors.	February 1987
8. DCCCD Leadership Institute	Participation as facilitator by Yvonne Robinson, Instructor	February 10, 1987

Community Development Activity Report

Spring Semester, 1987

Location: Eastfield College

Representative: Yvonne M. Robinson

Activity	Results	Timeline
9. Mesquite Kiwanis Club Speaker	Charles Helton spoke on use of computers in the home and in business.	February 1987
10. Black History Month	Oceola Mayes read poetry written by her grandmother, who was an ex slave. Sponsored by SPAR	February 18, 1987
11. Staff Development Activity	"Alamo Bay" film focused on race and culture	2/20/87
12. Feature in Eastfield Era newspaper by Ruth Sherman-Bircher, Sports Editor	"Black Poets A Part of American Culture"	2/23/87
13. Black History Films	Black & White: Uptight Black History: Lost, Stolen or Strayed	2/25/87
14. Cultural Awareness Committee Hosts Community Advocates	Asian/Southeast Asian Community Leaders attended a work session and luncheon at Eastfield	2/26/87
15. Afro-Academic, Cultural, Technological & Scientific Olympics sponsored by the NAACP	College Fair participation by Sharon Cook, Public Information and Yvonne Robinson, Instructor	2/28/87
16. Comedy in the Pit by Terry Loftis	Student performance sponsored by SPAR	3/11/87 12 Noon
17. Presentation by Carolyn Thornton Counselor	Topic: Violence in America and Its Impact in the Community sponsored by SPAR	3/11/87 7-9 P.M.

Community Development Activity Report

Spring Semester, 1987

Location: Eastfield College

Representative: Yvonne M. Robinson

Activity	Results	Timeline
18. Career Fair	Minority speakers and panel members participate in the Career Fair sponsored by Placement	April 6-9 Annual Event
19. Membership, Board of Directors	Larry Mosby, Drafting Instructor, elected to Board of Directors of the Southern Regional Council on Black American Affairs	3-year term 1986-89

Community Development Activity Report

Spring Semester, 1987

Location: El Centro College

Representative: Curtis Ivery

Activity	Results	Timeline
Networking With Area High Schools		
As a part of our networking effort we are now making it a practice to meet, whenever possible, with high school principals at the El Centro College Food Service Luncheons on Wednesdays.	Thus far this Spring semester we have met with: • Dr. N. Lewis, Principal of Lincoln High School • Mr. Charles Matthews, Superintendent of Wilmer-Hutchins • Mr. Charles Fisher, Principal of Franklin D. Roosevelt	Ongoing
Mary Crowley Academy		
This program primarily attempts to serve the educational needs of AFDC recipients through the Step Foundation.	Since the Spring of 1985, we have served roughly one-hundred students.	There is a definite possibility that this program will be expanded to serve an additional 250 students this spring semester.

Activity	Results	Timeline
Communication Outreach Educational Center		
The purpose of the Center shall be to disseminate educational and career information and increase community awareness about the Dallas County Community College District, El Centro College, and the El Centro Job Training Center.	It is anticipated that the center will reach a large number of individuals with information about training opportunities at El Centro and the community.	Implementation date: April 14, 1987
Executive Mentorship Program		
The purpose of the Executive Mentorship Program is to include volunteers in the process of providing students with a more complete training program. Members of the Dallas business community works with and acts as mentors for JobStart students.	17 students are now working with mentors.	Ongoing
Opportunities To Learn and Earn (OLE!)		
One half day work and one half day remediation for some Job Training Center students.	Hoping to attract largely from the minority population.	Implementation Date: April 1

Activity	Results	Timeline
Summer of Success A program designed especially for high school students who need to strengthen their basic skills (Reading, Writing and Mathematics).	We are now in the process of making area high schools aware of this new program.	Summer of 1987
Health Occupations Pre-Skills Program The El Centro pre-skills program is designed to prepare and give under-achievers an opportunity to enter a Nursing or Allied Health program with confidence in their ability to succeed. Specifically the program will seek to increase basic reading and mathematics skills prior to entering a health program.	We expect that this effort will increase the number of minority students in our Health Occ area.	Although we will start recruiting for the program in the next few months, the actual class-room activities will not start until Fall of 1987.
Project Excel Purpose is to serve 16 and 17 year old youths on probation.	Have served 42 students since Spring of 1986.	Ongoing
Adopt-A-School Boude Storey	El Centro College Teacher Education Program working with Boude Storey faculty to offer ESL classes for parents through PTA.	Ongoing

Community Development Activity Report

Fall/~~Spring~~ Semester, 1986-87

Location: District Office

Representative: Mamie McKnight

Activity	Results	Timeline
MAJOR ACTIVITIES:		
1. MLK, JR. BIRTHDAY ACTIVITIES		
a. Reception - In recognition of first MLK Leadership Institute	a. Approximately 135 persons attended -DCCCD leaders, Institute participants and community leaders	a. January 15, 1987
b. Educational Display (James Hawkins, Chair)	b. Display materials were picked up daily by center clients	b. January 15 - 19, 1987
c. Educational Fair	c. Over two-hundred high school juniors and seniors and their parents attended the event. Students were primarily from Madison, Lincoln and Pinkston High Schools. All seven colleges participated.	c. January 16, 1987 (See attachment)
d. MLK, Jr. Leadership Development Inst.	d. Forty-three students enrolled and completed the twelve clock-hour program. The evaluations were overwhelming excellent. Requests were made for follow-up training	d. January 15 - February 17, 1987 (See attachment)
2. OTHER ACTIVITIES:		
Retention Conference Presenter, Atlanta, Ga	Writing an abstract now for Conference proceedings.	November, 1986
Community Development Mini-Conference Follow-Up	Reports to the Community Partners	November 17, 1987
Adopt-A-School Program	Assisting with the planning and implementation of the DO/DSC Adopt-A-Guidance Center program.	August, 1986 - present
Opportunity Dallas		October - December, 1986

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1987 MARTIN LUTHER KING, JR. BIRTHDAY CELEBRATION

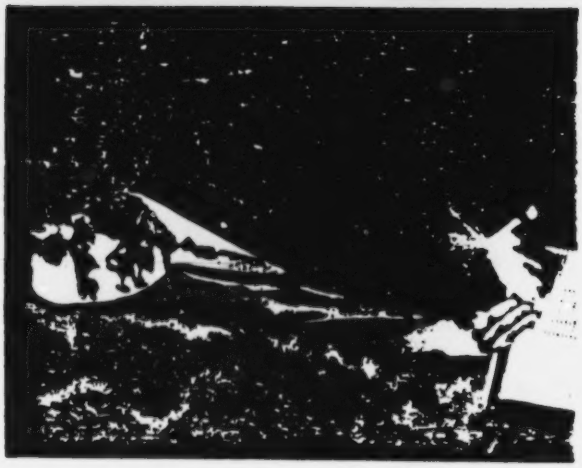
DCCCD and DCCCD Foundation, Inc. Events in cooperation with the MLK, Jr. Community Center - City of Dallas

Calendar of Events

January 15 - 19, 1987 Daily	A DCCCD Educational Display in the Core Building of the MLK, Jr. Community Center, 2292 MLK, Jr. Blvd.
January 15, 1987	
5:30 p.m. - 7:30 p.m.	A Reception sponsored by the DCCCD Foundation, Inc. for leaders of community organizations/agencies, city and county officials, DCCCD Trustees and leaders. The reception is in recognition of participants in the First Martin Luther King, Jr. Leadership Development Institute.
7:30 p.m. - 8:30 p.m.	Orientation for MLK, Jr. Leadership Development Institute members.
January 16, 1987	
6:00 p.m. - 9:00 p.m.	DCCCD EDUCATIONAL FAIR: "College Can Change Your Life" An activity designed to encourage high school students to stay in school and pursue post-secondary education as an option. Junior and senior high school students at Lincoln High School and James Madison High School along with their parents will have an opportunity to explore current and future career options at the seven DCCCD colleges; to gain information about admissions, financial aid, counseling and other support services,and; to talk with college students and career specialists from area businesses and companies.
January 15 and 27, 1987 February 2, 10 and 17, 1987 6:00 p.m. - 9:00 p.m.	The First Martin Luther King, Jr. Leadership Development Institute - Dallas

ANNOUNCING

The 1987
Martin L. King, Jr. Leadership
Development Institute



DCCCD Community Development
Advisory Committee
DCCCD Foundation, Inc.
El Centro College
Martin Luther King, Jr.
Community Center
Dallas, Texas

MARTIN LUTHER KING, JR. LEADERSHIP DEVELOPMENT INSTITUTE

APPLICATION FORM

NAME _____ S.S. NUMBER _____

SPONSORING ORGANIZATION _____ POSITION _____
(If Applicable)

HOME ADDRESS _____ CITY _____ ZIP CODE _____

TELEPHONES: WORK ( ) _____ HOME ( ) _____

Attach the Registration Fee of $15.00, and make the check payable to EL CENTRO COLLEGE. The application form and registration fee MUST BE RECEIVED NO LATER THAN January 9, 1987. Send check to:

EL CENTRO COLLEGE
Continuing Education Division
Main and Lamar
Dallas, TX 75202-3604

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
1987 MARTIN LUTHER KING, JR. BIRTHDAY CELEBRATION

Institute Leaders

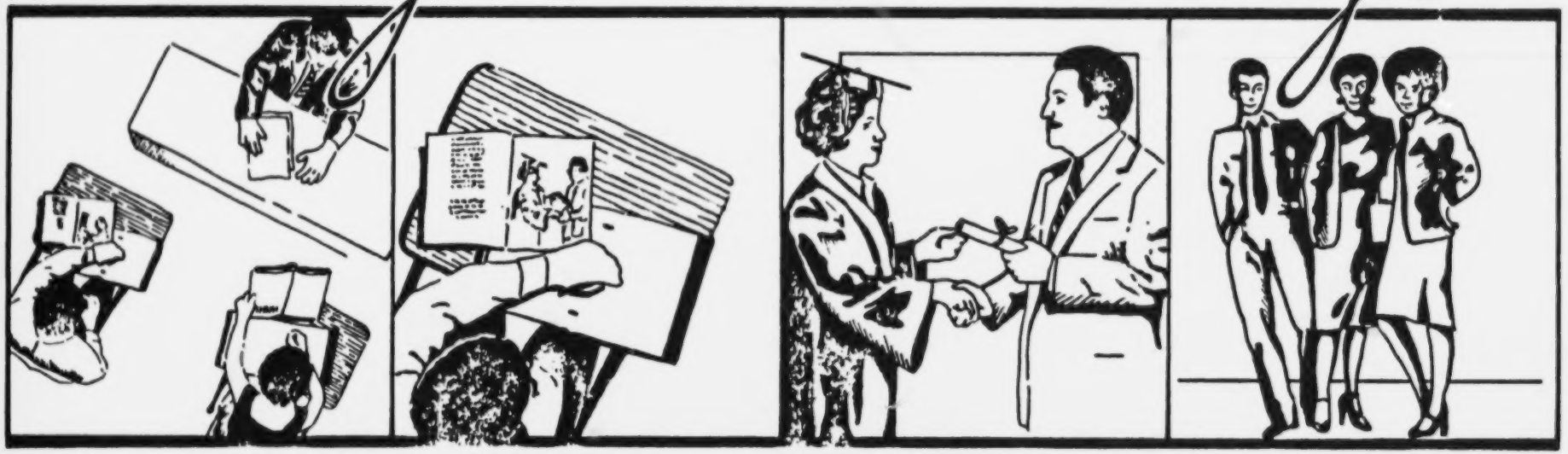
Session	Leadership Trainers	Panel Moderators	Panelists	Facilitator	Hosts
I	Mamie McKnight Helen Giddings Jean Page	Charles Johnson	Richard Knight Rene Martinez Bob Ray Sanders	Lonnie Murphy	Velma Allen
II	Pamela Ice Jennifer Wimbish	Fred Sheffey	Cordie Hines Chris Reed-Brown	Charletta Compton	
III	Baltazar Acevedo Leonard Long	Julie Garcia	Mamie Ewing Dr. C. Hope Garcia Roosevelt Johnson	Yvonne Robinson	Anthony Grissett
IV	Mary Ellen Hill Yvonne Abatso	Billie Richards	Dr. Marvin Robinson Norma Wade	James Hawkins	Sharlene Brazier

Dr. Wright Lassiter, Presentation of Certificates

Institute Format

6:00 p.m. - 7:30 p.m. Leadership Training Lab
7:30 p.m. - 7:45 p.m. Break
7:45 p.m. - 9:00 p.m. "LEADERS SPEAK" Panel Discussion

..College can change



your life!

And on Friday, January 16, as part of the 1987 Martin Luther King, Jr. Birthday Celebration, the Dallas Martin Luther King Center and the Dallas County Community College District will explain how.

Have we got a program for you!
From 6:00 to 9:00 p.m. on January 16, you will have the chance to see for yourself what college can offer. And we'll do lots more than *talking!*

You'll find out about the seven community colleges and their programs. You'll learn how to apply for admission. Most important, you will meet career professionals who can talk with you about the careers you're interested in and the preparation you need to be a success! To top it all off, you'll be entertained and refreshments will be served. So, plan to be there . . . or be square!

Here's the vital 4-1-1:

WHO: All High School Juniors, Seniors and their Parents

WHAT: College Can Change Your Life!
An Educational Fair

WHEN: Friday, January 16 from 6 to 9 p.m.

WHERE: Dallas Martin Luther King Center
Recreation Building
2901 Pennsylvania Avenue

It's A Family Affair . . .
So, bring your folks, too. If you are a high school junior or senior, or the parent of one, the place for you to be on Friday, January 16, 1987 between 6:00 and 9:00 p.m. is at the Martin Luther King Center Recreation Building, 2901 Pennsylvania Avenue, Dallas, Texas.

Sponsored by the Dallas County Community College District and the Dallas Martin Luther King Center.

Community Development Activity Report

Spring Semester, 1987

Location: North Lake College

Representative: Margaret Lewis and Sue Lee

Activity	Results	Timeline
1. Campus Survey based on article "How to diagnos your Neighborhood"	Obtained valuable inform concerning staff and the neighborhoods they live in. See attached questionnaire sample. Results are being tabulated and will be placed on disk. First round was faculty and staff (part time and full time). Next round will be aimed at students and community members. This data base will be integral part of marketing using the political grassroots model.	Complete by June 1987, but will continually update.
2. Mexican American Week	Focus on Mexican Amer. leaders and students	April 24, 1987
3. Rejoice Series	Focus on Black political experience by presentations and theatre producations	Feb. 1987
4. ESL Adviser	Hired a limited full time ESL adviser	Jan 1987
5. Precinct and census tract maps	Obtained maps to locate faculty and staff in community areas. Also used in identification of ethnic neighborhood.	March 1987
6. Transported students to play	Hired buses to transport students from Thomas Jefferson HS and S.Grand Prairie	March 1987
7. Community leader identification	Identifying and connecting with various "leaders" in service area. Send Materials and invite to campus	Ongoing

8.	Academic advising pilot programs	Identify high risk students and provide academic advising Program is based on experimental design with 100 receiving advisement, 100 only a pre and post test, and 100 no contact or test. Will follow all students for one year.	Spring semester
9.	Scholarship and loan development	Beginning an intense effort to raise money for both scholarships and loans which some will be earmarked for minority students.	March 1987-ongoing
10.	Computerized mail system	Continue to send mailings to target groups.	Ongoing

QUESTIONNAIRE

Since you know more about your neighborhoods than any census data could ever tell us, your completion of this questionnaire will enhance our marketing efforts. If you do not live in our service area, please complete the questionnaire for your neighborhood. This will allow us to gain valuable information about our service area.

1. Your name and address (include zip code).

2. What do you consider the street boundaries of your neighborhood?

3. Does your neighborhood have a name?

4. Please place a circle around the area on the enclosed map where you live.

5. On the average, how many years have people in your neighborhood lived in their homes?

6. How would you compare your neighborhood with others in your city?

7. How long have you lived in your neighborhood?

8. How involved are you in your neighborhood? In what activities?

9. What is the elementary school in your neighborhood?

10. Identify relevant physical characteristics in your neighborhood, and please list as many as possible. (Name or location)

Businesses
Middle Schools
High Schools
Clinics/Medical Offices
Stores and Shops
Interesting Landmarks
Apartment Complexes

11. List neighborhood gathering places.

12. Please list any service agencies (for example, Women's Center or Food Banks).

13. Please list clubs and organizations. Do they have meeting places in the neighborhood? Is there a homeowners' association? Neighborhood watch groups? Senior Citizens' Groups?

14. What churches are located in your neighborhood? Do you know the names of the pastors? Do they live in the neighborhood?

15. Name or describe park/recreation facilities in your neighborhood.

16. Where do you grocery shop most often?

17. Is there much social interaction among neighbors?

18. Do any recognized community leaders live in your neighborhood? Please name.

19. What is the ethnicity of your neighborhood?

20. Are there North Lake College alumni in your neighborhood? Please name.

21. Are there people in your neighborhood who would benefit from North Lake College? Please name.

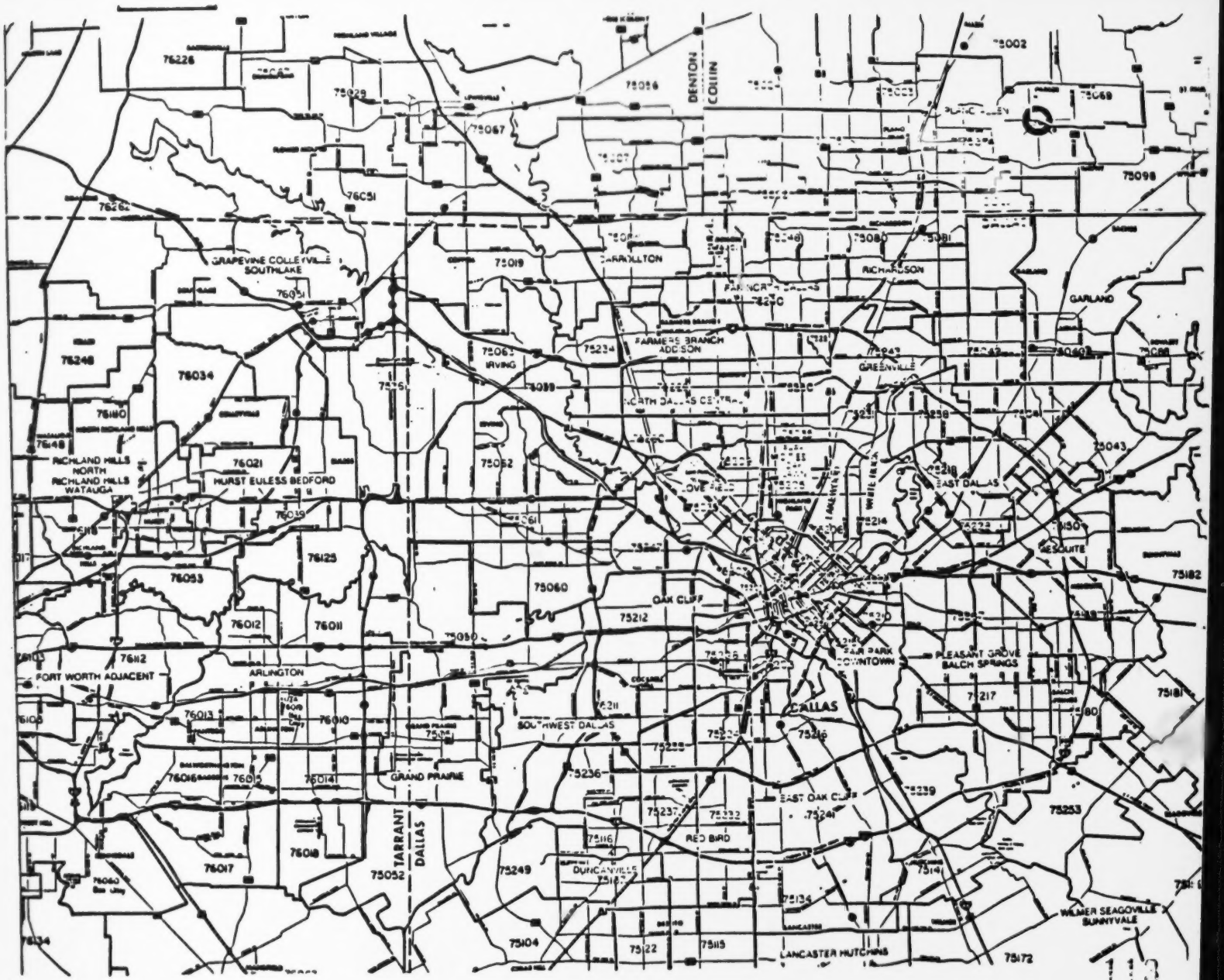
22. How much do the people in your neighborhood know about NLC? How could they know more?

23. Would you be interested in helping us in the future on this project?

Name: _____

If you cannot locate your neighborhood, move inland!

In the meantime, please tell us where you live in the space below.



SEX EQUITY/SINGLE PARENT PROGRAMS

Superwoman Myth - October 23, 1986
"Can we do it all?"

Texas Women Celebrating 150 years
"Women in Texas Week" - November 1986

Assertiveness training for Women
(Series of three workshops) - November 1986

National Women's History Month (March 1987)
Films about women followed by discussions on
Tuesdays at 12:30, Room A201
March 10 "A Woman's Place"
March 17 "Women's Rights"
March 24 "We Are Women"
March 31 "Women Returning to Work"

Problems of Today's Woman
Tuesdays at 12:30, Room A201
April 7 - Pay Equity
April 14 - Spouse Abuse
April 21 - Child Care
April 28 - Sexual Harrassment
May 5 - Sexual Assault and Prevention

"Women Who Love Too Much"
6 to 8 week Women's Support Group
Tuesdays at 12:30, Room A201
May, 1987

Single Parent Support Group
Evening support group for single parents (male or female)
Thursdays 6:00 - 7:00 p.m., Room A119
Beginning April 2, 1987

Community Development Activity Report

Spring Semester, 1987

Location: Mountain View College - Continuing Education

Representative: JOHN H. NELSON

	Activity	Results	Timeline
I	5.2 The Continuing Education Division will continue to develop and deliver ESL courses to non-english speaking members of the community.	ESL courses being offered on a regular basis.	Ongoing
II	3.1 The Continuing Education Division will establish and promote communication within the service area through: public service announcements, paid ads (print/radio); flyers; schedules of classes; and public appearances designed to reach minority group members.	The Continuing Education Division has advertised its courses in the Dallas Post Tribune.	December '86
III	2.1 The Continuing Education Division will develop a minority applicant pool for part-time faculty.	A minority applicant file for instructors has been developed.	Ongoing
IV	1.1 The Continuing Education Division will provide one conference each year which promotes MVC as a cultural center for all members of the community including minority members.	Continuing Education Division in conjunction with SPAR, presented a bilingual children's performance as part of Kids Arts Theatre Series (KATS)	February 21, 1987

Community Development Activity Report

Spring Semester, 1987

Location: Mountain View College - Continuing Education

Representative: JOHN H. NELSON

Activity	Results	Timeline
(continued)		
IV 1.4 The Continuing Education Division will work with the minority chambers of commerce to sponsor specially focused training seminars directed toward the needs of the emerging minority business community in the college's service area.	Continuing Education is presently developing a course entitled "Financing Minority Businesses."	To be offered during 87-88 year.

Community Development Activity Report

SPRING Semester, 1987

Location: MOUNTAIN VIEW COLLEGE-LRC

Representative: JOHN H. NELSON

Activity	Results	Timeline
Contact each PTA in our service area to inform them of our child care opportunities and our Speaker's Bureau & provide them with pamphlets & brochures		by April 15, 1987
Each full-time staff member in the LRC will ake a special effort to either deliver schedules to organizations that they have access to or provide the organizatio with appropriate borchu es i.e. --- Wally Eakins-church David Farrar-Oak Cliff Allergy Cli ic Sheila Pickering-Duncanville Rotary Club Jim Corvey-Adult meetin s of Boy Scouts Brenda Cupit &-Deliver schedules Jason Jordan Ella Barton-deliver sche dules to church y uth group deliver pam hlets to Oak Cliff V deo Exchange Stores and local laundry mat and gro ery stores anice Price-deliver br chures to Duncanville area businesses		Late Spring 1987
Gwen Oliver-Speak at Oak Cliff organizations Attend community library functions-as held Participate in community organizations - Fall 1988 Ted Skinner-distribute schedules and community awareness through Adult Cub Scout Meeting		as requested

Community Development Activity Report

Spring Semester, 1987

Location: Student Programs & Resources - MVC

Representative: John H. Nelson

Activity	Results	Timeline
Phi Theta Kappa and The Mexican-American Student Organization continue to work with Griener Middle School through the Adopt-a-school program.		Ongoing
Cultural Awareness Conference integrating DCCCD students with international students from the Armand Hammer United World College-March '87.		March 11, 1987
Leadership Retreat-open to members of clubs and organizations, implemented every semester		Bi-annually
DCCCD New Mexico Experience Conference United World College-July '87-open to DCCCD students.		Annually
Spanish/English children's theatre performance.	Strong community involvement.	March 21, 1987
Celebration of National Black History Month.	Provided positive role models for our Black population and provided insight of the Black population to our other populations.	
Discussion: History of Blacks in Dallas.		February 17, 1987

Community Development Activity Report

Spring Semester, 1987

Location: Student Programs & Resources - MVC

Representative: John H. Nelson

Activity	Results	Timeline
Discussion: Senator Eddie Bernie Johnson		February 27, 1987
Discussion: Safe Sex		February 11, 1987
Dance Performance: M.L. Sweatts School of Dance.		February 18, 1987
Art exhibit-Arthello Beck.		February 2-27, 1987

Community Development Activity Report

Spring Semester, 1987

Location: MVC - Career/Cont. Ed.

Representative: John H. Nelson

Activity	Results	Timeline
I. 2.2. Tech/Occ programs will be highlighted to Black and Hispanic high school students through career awareness activities.	The CCE Office has worked with counseling staff to provide Tech/Occ brochures and materials related to articulation.	
I. 3.2. The CCE Office will seek minority representation on Tech/Occ advisory committees.	The CCE Office has minority representation on several advisory committees. The effort to increase minority representation will continue.	
I. 6.1. The CCE Dean will work with support services of the college to provide services to minority/disadvantaged Tech/Occ students to enhance their success.	The Vocational Education Grant for special needs populations has been used to provide tutoring and career enhancement, as well as assistance for child care and tutoring for children of Tech/Occ students.	

Community Development Activity Report

Spring Semester, 1987

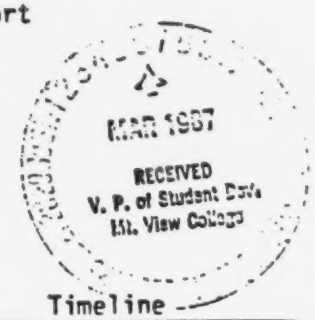
Location: MVC - Communications Division

Representative: John H. Nelson

Activity	Results	Timeline
Adult Basic Education (ABE) Learning Skills Center	Ongoing	
GED for 17 years of age and older	Ongoing	
English as a Second Language (ESL) Credit and Continuing Educations - Buddy Program Testing and Counseling LSC - ESL	Ongoing	
Learning Skills Center (Elderly. Retirees, Leisure)	Ongoing	
Learning Skills Center (Career changes, Continuing Education)	Ongoing	

Community Development Activity Report

Spr Semester, 1987



Location: MVC - Social Science & Tech Div'n

Representative: John H. Nelson

Activity	Results	Timeline
1. Direct recruiting in Tech-Occ programs to minority high school & work force population	Increase minority enrollment.	Ongoing
2. Present programs on the Constitution Bicentennial.	One speaker scheduled for Spring (Fed. Judge Higginbotham Apr 1). Two more planned for Fall.	Spr & Fall 1987
3. Seek minority business membership on Advisory Committees.	Broader community representation.	Ongoing.
4. Follow Affirmative Action guidelines in Part-time interviewing and hiring.	Increase population of minority instructors.	Ongoing.
. Submit to PI office success stories about minority students.	Better publicity for MVC in minority service areas.	Ongoing.

Community Development Activity Report

Sp Semester, 87

Location: Richland

Representative: Jana Flowers

Activity	Results	Timeline
Category		
ARC Sponsors		
1 On-campus Lecture series; a. Everywoman Program b. Single Parent Program c. Support Groups	on going	Spring semester
2 Due to changes in personnel at our middle school, the Adopt-A-School program has been dropped. In its place, Richland is assisting LISD personnel in developing a similiar program for at-risk students their joint service area.		
3 The Adult Resource Ctr. (ARC) is reaching out to people in different life transitions		
a. HD 105 offered off-campus to pre-school moms	30 enrolled, on going	"
b. Special sections of HD 104, LS 101, Eng101, Eng 102, RD 101, PEH 100 are offered on campus	on going	"
Cont. Ed is offering a women and business course	on going	semester ends 3/16
Student Retention Committee Mentor Program pilot began	40 faculty trained 44 student participants evaluation form to be completed by both mentors and students at the end of the semester	spring semester program
4 United World College are currently visiting our campus. We are currently taking applications for our students to participate in the July student leadership conference	on going	

Community Development Activity Report

Sp Semester, 87

Location: Richland

Representative: Jana Flowers

	Activity	Results	Timeline
5	Cont. Ed. offers classes for our elderly population (i.e. Stroke improvement courses, Health Awareness Series)	on going	
	SPAR is sponsoring the Diabetes Bike-A-Thon	April 18	
4	Richland College sponsored a Job Search seminar through a cooperative effort with such companies as: ARCO, Frito Lay, Republic Bank, Southland Corp., Rotary Club of Richardson, Texas Employment Commission, Texas Inatruments. Seminar targeted displaced workers and career changes.	Feb. 21 95 attended Seminar Evaluation attached	

JOB SERVICE EMPLOYER COMMITTEE

JOB SEARCH SEMINAR
February 21, 1987

ANNOUNCEMENTS

- No smoking in building
- No food or drink in classrooms

CLASS SCHEDULE

9:00	Class Introductions
9:15	"The Choice Is Yours"
10:00	Break
10:10	"The Successful Job Hunter: Building a Professional Image"
12:00	LUNCH
1:00	"Developing Multiple Contacts"
2:00	Break
2:10	"Telephone Techniques and Interviewing"
3:45	Break to reconvene in Planetarium
4:00	Employer Panel with Door Prizes given away
5:00	Adjourn

The Job Search Seminar is presented to you today through a cooperative effort of the following:

American Honda Motor Co.
ARCO
Capital Wire & Cable
City of University Park
Frito Lay
Herlitz
Karli and Associates
Republic Bank
Richland College
Rotary Club of Richardson
Safeguard Business Systems
Society of Petroleum Engineers
Southland Corporation
Texas Employment Commission
Texas Instruments

JOB SEARCH SEMINAR EVALUATION

2/21/87

We are very interested in your opinion. Please take a moment to complete the evaluation form below. Thank you.

1. The material covered was relevant to my needs.

1	2	3	4	5
	1.2%	11%	38%	48.8%

2. The material was presented well.

1	2	3	4	5
	1.2%	5.8%	36%	57%

3. The video presentations were helpful.

1	2	3	4	5
	1.2%	9.3%	57%	37%

4. The workbook was helpful.

1	2	3	4	5
	1.2%	7%	36%	53.5%

5. I plan to use this technique in my job campaign.

Yes 98% No 2%

6. Where did you learn about this seminar? See attached

7. Any other suggestions, comments, or questions? See attached

86 written responses (91.5% of the participants).

Of those responding, 22 were employed, 1 retired and 29 unemployed.

6. Where did you learn about this seminar?	No. of Responses
Public Library	5
Texas Employment Commission	18
Friend	8
Radio (KMGC 102.9FM)	2
Church Bulletin Board	11
RLC Schedule	12
RLC Employee	7
Dallas Morning News	7
EDS Employee	1
KSCS Radio	4
RLC Everywoman Program	7
Joe Land	1
SPE Job Network	1
Radio - unspecified	3
Husband's business contact	1
Newspaper - unspecified	3
RL Newspaper	1
J.J. Pierce High School	1
RL Bulletin Board	3
Total Responses	79

Some people listed more than one source.

Comments:

1. Obviously, more time could have been used to cover the material more thoroughly.

2. Summarize discussions of speakers - group discussions were excellent.

3. Future seminars describing careers and industries material was well presented by the discussion leaders.

4. More role playing.

5. Practice interviews would help.

6. More role playing.

7. Needs to be expanded in time and monthly (?) follow up meetings held.

8. I would personally like to thank each companies for this job search, it was very beneficial to me. And I pray that I will find a successful career in this job search.

9. I'm not from a business background so it seems a little foreign to me; could use info, on transferring my skills to another field.

10. Needed to be a more in depth program. Maybe another day or two. Only tip of iceberg.

11. Need (2) days to cover more - or like follow up.

12. Dana Collins was excellent.

13. Are video tapes available for loan?

14. Course reviewed things I knew, but rejuvenated my spirit. Need more time.

15. Thanks a lot! Enjoyed it! It was nice meeting 2 nice people.

16. Include questions interviewers ask and the informations they are trying to obtain.

17. Excellent presentations. A suggestion might be more discussions. There is a lot to be learned from listening to others.

18. Thanks to Marvin Abbott and Juliet Adams for most a informative and helpful presentation and extra tips.

19. Everything related to business, nothing for educators. Fewer chairs. What journals or newspapers should teachers read? Nothing mentioned for educators. 75% of the information is transferable to educators but there is nothing specific. Tried to put too much info in one day!!! No soda pop at lunch just tea and coffee. The room was so narrow not that suitable for U-shaped chair plan - felt packed together.

20. Found this very informative. Wish it were longer.

21. If the seminars could be broken down into 5 job categories - - additional time could be contributed to relevant job search priorities and obstacles. Very substantial services - well worth $15.00 for an attitude adjustment regardless of employment conditions!

22. Please offer resume assistance on a Saturday at night.

23. Felt the small size (20) of the class was relevant.

24. Thanks, I needed this. Feel a lot better about my job campaign.

25. Instructor, Dana Collins, was very helpful and articulate.

26. It seems as though a lot of people in the group learned a lot about the process. There was too much info for one day.

27. It coincided with what I already knew and have put forth as well as implemented at my last employment. I was amazed and pleased.

28. Very good, very helpful.

29. Didn't seem to be enough time to really impact on some people who are either relatively inexperienced or rigid in their own perceptions.

30. This seminar helped me gain confidence in looking for a job.

31. Make seminar 2-3 days, allowing more time for discussions and role play.

32. I am interested in promoting myself as an independent contractor rather than an employee.

33. More time for role play exercises. Personal examples from attendants. Feedback from presenters.

34. I think it is a very good idea, and I know it will benefit me greatly.

35. I would like for this seminar to be held more frequently. It really has extremely "enlightening", and also liked both instructors (Gayle and Kent). The price was very low for all services/material provided.

36. Video that shows average or typical roles then for proper contrast showing the correct method.

COMMUNITY DEVELOPMENT ACTIVITY REPORT
FALL AND SPRING SEMESTERS, 1987-88

LOCATION: Brookhaven College
REPRESENTATIVE: Annette L. Flowers
Coordinator of Enrollment Management

COLLECTIVE LEADERSHIP:

	ACTIVITY	TIMELINE
1.	Brookhaven administrators hosted a luncheon for high school service area principals. The purpose of this meeting, or future meetings, is to keep the channels of communications ongoing between the campuses. An open discussion on the needs and changes of the student population pursued. The group decided to meet regularly during each academic year.	Fall/Spring 1987-88
2.	The BHC Community Development Task Force is receiving information and materials, throughout the 1987-88 academic year, concerning the multicultural activities and experiences on campus. These activities correlate closely with input and suggestions given by Task Force members. The seminars, "Who Is Your Neighbor", are currently underway and are thoroughly planned and implemented by the SPAR staff. The reception to these seminars has been very good.	Fall 1987
3.	The members of the Task Force were sent copies of People magazine which displays a number of Blacks and Hispanics on BHC and the positions held by these persons. These profiles and images are exceptionally positive in this portrayal.	August 1987
4.	Multicultural awareness seminars (in-service training) for the BHC counseling staff are being planned throughout the fall semester.	Fall 1987
5.	A campus representative attended a seminar on Hispanic Heritage sponsored by the Department of Health and Human Resources.	Fall 1987
6.	The BHC enrollment manager met with members of Richland College staff and a recruiter from UTD. The purpose of this meeting was to identify minority students (especially Blacks and Hispanics) who are interested in continuing to study toward the BS or BA degree at UTD. The recruiter is interested in meeting with these students to assure them of a smooth transition from BHC to UTD and also the availability of unlimited financial aid.	September 1987

BHC Community Development Activity Report (continued)

7.	Close contact remains with SER (Hispanic group). These students visited with us and were well informed about our programs and courses. Many expressed interest in BHC and were treated to a tour of the campus.	September 25, 1987
8.	In order to make a concerted effort to bring renewed cultural awareness and experiences to our faculty and staff, articles pertaining to multi-cultural differences as related to the educational process, are being published regularly in the campus "Chatter."	Ongoing
9.	Plans are being made to invite an outstanding Black educator to lecture at the January staff development morning workshop. The afternoon session with this educator will be held with the members of the Faculty Association for a question and answer period.	January 1988
10.	An International Festival is being planned by the SPAR staff. On this day students and community groups will display items of ethnic background and/or native land.	October 29, 1987
11.	Special attention is being given to developing the service area of the underrepresented population, especially for Blacks and Hispanics. A directory of "significant" persons in this community will be developed and will serve as a source of contact for the campus enrollment manager. Contacts will be established in church groups, social organizations, civic groups, PTA's and other service areas such as the YWCA and YMCA.	Ongoing
12.	A display of BHC program materials and general information will be set-up at: Dallas Housing Authority BHC for SAT students Dallas Jobs for Progress	Fall/Spring 1987-88
13.	The enrollment manager will become a member of the Key Communicators group at R. L. Turner High School.	Fall/Spring 1987-88
14.	BHC library holdings pertaining to minority issues and experiences will be examined.	Fall/Spring 1987-88

BHC Community Development Activity Report (continued)

15.	Meetings are being planned with the Hispanic Chamber of Commerce and with the Beyond Bow and Arrow group (native Americans). Asian groups will be contacted also for recruiting purposes.	Ongoing
16.	Emphasis is geared toward making Negro History Month an outstanding, interesting and educational experience for our campus community. The enrollment manager and other Black staff members are working closely with SPAR for a successful event.	February
17.	An interdisciplinary course (Government and Social Psychology) will be taught evenings in the Spring semester with emphasis on international cultures.	
18.	Attendance will be to "Marketing to Hispanics" seminar sponsored by the Dallas Concilio of Hispanic Service Organizations.	October 28
19.	The Adopt-A-School committee is placing emphasis on tutoring the "at risk" students attending Marsh Middle School. Volunteers from the BHC faculty and staff will tutor these students individually or in small groups on the Marsh campus.	Ongoing
20.	A survey of BHC service area is being done to identify minority/low income population and their needs. Data will be gathered for a grant to pilot a system for providing transportation to low income area.	Fall/Spring 1987-88

EASTFIELD COLLEGE
COMMUNITY DEVELOPMENT ADVISORY COMMITTEE REPORT
YVONNE M. ROBINSON
OCTOBER 8, 1987

SPAR
1. Randall Robinson, Executive Director, Trans Africa, will speak in Feb.
2. Count Basie, Feb. 24, 7p.m. and 9 p.m.
3. Minority Awareness Advisory Committees will meet again.
4. February 1987 noon concert of a gospel choir.
5. Hispanic student elected to student government.
6. International student group will be active this year.

LRC
1. October 1987, American Indian Display on the Plains Indians
2. February 1988, Black History Display
3. Spring 1988, Cinco de Mayo Display
4. Provides bibliographies of books regarding African Americans to various departments at Eastfield.
5. Proposing to purchase panels on Black Government Leaders--Uphill Climb.

Continuing Education
1. Provides information on community resources through the People Place.
2. Job Club meets Wednesday nights. Support group for persons who are seeking jobs.
3. Free training to prepare single parents for entry level skills as accounting clerks.
4. Grant for literacy training.
5. AFDC clerical skills training.
6. Training for dislocated AT&T workers.

Public Information
1. Announcements are regularly run in the Dallas Weekly, Post Tribune, and La Hora.
2. PI in conjunction with the Communications Division will complete a bilingual ESL brochure.

Job Placement
During 1986-87, the Job Placement Center hired a Career/Planning Placement Specialist to work with handicapped and minority students. A large number of these students are minorities.

Participation in Business and Public Service Groups
Black and Hispanic Chambers of Commerce, National Alliance of Black School Educators, Community Leadership Luncheon, Advisory Committees in the ISD's, City of Dallas CDAC.

Adopt-A-School
A meeting is scheduled for October 8, with Florence/Eastfield to follow-up on previous plans.

On-Going CDAC
The activities designated On-going in the Eastfield plan are continuing as indicated.

CEDAR VALLEY COLLEGE
COMMUNITY DEVELOPMENT ACTIVITIES
FOR
MINORITIES/RISK STUDENTS/WOMEN
SMALL BUSINESS/COMMUNICATION NETWORKS

1. Hispanic Perspective Program - Amado Pena painting donated free of charge.
2. "Hispanic Entrepreneurs" Program
3. Artistas Exhibit
4. "Hispanic Human Development" Program
5. Mexfest Booth - August 9, 1987 at Lee Park
6. Hispanic Issue Forum Education presenter on CVC Hispanic efforts.
7. College President meeting with prominent Hispanic leaders, i.e., Mr. Rene Castilla - Dallas I.S.D. school Board member; Dr. Catalina "Hope" Garcia, Ms. Maria Portilla, Ms. Pearl Fracchia - Civic Leaders
8. "Hispanic and the Media Program" with Mr. Michael Quintanilla with the Dallas Times Herald, Mr. Carlos Aguilar with CBS News, Ms. Gloria Compos with ABC News.
9. Working with small business development (Dallas Hispanic Chamber of Commerce).
10. Attend Hispanic Issue Forum monthly meetings.
11. Attend Hispanic Chamber of Commerce monthly meetings.
12. Al Gonzalez Education Committee
13. Hispanic Chamber of Commerce Education Synposium Underwriter
14. "Curbing the Hispanic Dropout Rate in Dallas" Program - Hispanic Parent Night
15. Hispanic liaison meeting with Dallas I.S.D. officials.
16. All Hispanic Perspective programs are available on video for staff development and/or student instruction.
17. "Adopt a School" program - Hulcy Middle School
    A. Continue Big Brother/Big Sister program. Participating classes and organizations: HD 107, SOC 205, B.S.U., Phi Theta Kappa.
    B. Provide tutorial assistance for students involved in Metric Contest and T.A. Computer contest.
    C. Hulcy orchestra and choir students will attend music recitals at CVC.
    D. Hulcy orchestra and choir students will perform recitals at CVC. They also will be recorded by CVC recording tech students.
    E. A spanish interprotor will be provided by CVC to attend Hulcy P.T.A. program to assist spanish speaking parents in becoming involved in P.T.A. Also ESL information will be provided.
    F. Cedar Valley College students majoring in secondary education will be involved in "Hats Off to Teachers" during "National Education Week" by substituting for teachers during their school day.

COMMUNITY DEVELOPMENT ACTIVITY REPORT

Fall Semester, 1987

Location: El Centro College

Representative: Curtis Ivery

Activity	Results	Timeline
Mary Crowley Academy		
This program primarily attempts to serve the educational needs of AFDC recipients through the Step Foundation.	Since the Spring of 1985, we have served roughly one-hundred students. This Fall semester we have 30 students enrolled.	Ongoing.
Chairperson of the Higher Education Commission or a member of the Dallas Regional/ National Alliance of Black School Educators		
. Provide tutorial services. . Work to Encourage high school students (minorities) to enroll in pre-collegiate classes and attend college.		Ongoing.
Communication Outreach Educational Center		
The purpose of the Center shall be to disseminate educational and career information and increase community awareness about the Dallas County Community College District, El Centro College, and the Job Training Center.	Since April 14, 1987, we have experienced over 150 contacts with individuals from various areas within the Dallas community.	Ongoing.

Activity	Results	Timeline
Submitted a Discussion Paper to the Meadows Foundation		
Attempting to develop a comprehensive strategy for addressing the needs of high school dropouts.	Still in the discussion stages.	
Summer of Success		
A program designed especially for high school students who need to strengthen their basic skills (Reading, Writing and Mathematics).	The program was implemented Summer I of 1987. Our early impression is that it helped to increase our Developmental Studies enrollment.	Ongoing
Health Occupations Pre-Skills Program		
The El Centro pre-skills program is designed to prepare and give underachievers an opportunity to enter a Nursing or Allied Health program with confidence in their ability to succeed. Specifically, the program will seek to increase basic reading and mathematics skills prior to entering a health program.	We expect that this effort will increase the number of minority students in our Health Occ area. For the Fall semester we have 15 minority students enrolled in this program who otherwise in all probability would not have attended college.	Ongoing.
Adopt-A-School		
Boude Storey	El Centro College Teacher Education Program working with Boude Storey faculty to offer ESL classes for parents through PTA.	Ongoing

Activity	Results	Timeline
Work with Hispanic Chamber of Commerce		
Dr. Bettie Tully is serving as our point of contact.		Ongoing.
Community in Schools/ North Dallas High School Office		
Janet James is involved in this project. The purpose of this effort is to minimize the increasing Hispanic dropout rate.		Ongoing.
Dallas Urban League		
Curtis Ivery is a member of the Urban League and Chair of its Educational Committee. Projects for upcoming: . Education Initiative -- To provide technical assistance to predominately minority elementary schools in their afterschool programs. . Career Day -- To provide a speakers bureau/resources available for Career Day in various schools.	Projects are due to start November of 1987.	Ongoing.
Dallas Urban League		
President is serving second term on board of directors.		

Activity	Results	Timeline
. Paper Chase Drive -- To develop a scholarship fund for minority high school students; who plan to attend college and for disadvantaged scouts who want to go to camp.		
MLK Junior Center Leadership Program		
Two programs have been scheduled for the Fall Semester.	1st Level -- 18 students 2nd Level -- Begins October 1st	Ongoing.
ESL Refugee Program		
Funded by Health and Human Services. Working with the Dallas Asian population on language skills, Life and Living Skills; Counseling on job hunt skills.	Approximately 150 students a semester.	Ongoing.
AIDS and Youth		
One day seminar for professionals who work, teach or counsel youth as it relates to health practices.	November 14, 1987 -- El Centro College 300 participants expected.	
International Students Association		
Jane Hackley		Ongoing.

Activity	Results	Timeline
DISDA African American Advisory Committee Dr. Lassiter has been named chair of the DISDA African American Advisory Committee, a componet of the DISD Community Network.		Ongoing
Hispanic Advisory Committee Dr. Lassiter will assemble a group of key Hispanics on October 7, 1987 for the purpose of forming the President's Hispanic Advisory Committee. This is just one action in a major effort to focus on the Hispanic segment of our community and a variety of educational issues.	First meeting schedule for October 7, 1987.	Ongoing
Dallas Black Chamber of Commerce The college is co-operating with the Dallas Black Chamber of Commerce's PROJECT EXCEL. We will serve as an enrichment site on Thursday afternoons.	Students will gain exposure to our academic computer facilities.	Ongoing.

COPIES TO: Community Development Advisory Committee
FROM: John H. Nelson
DATE: October 7, 1987

MOUNTAIN VIEW COLLEGE

COMMUNITY DEVELOPMENT ACTIVITIES

1987 - 1988

In addition to the ongoing activities listed in our report during the spring/87 semester, Mountain View has implemented the following activities for the 1987-88 academic year:

1. A new course entitled "Marketing to the Minority Community" is being offered through Continuing Education. It is designed to help minority businesses develop effective marketing to penetrate the minority markets.

2. Plans are currently being made for the celebration of Black History month February, 1988, to provide speakers and activities which address issues and interests specific to the Black community.

3. Student Programs and Resources is working with a group of Black students to organize the new Black Student Organization (BSO). Among the objectives of the group: "...represent the concerns and interests of members." and "...study and promote pride in Black heritage."

4. A special advertising campaign is being developed to publicize the day child care program. The minority population is among the primary targets of this campaign.

5. An update of the Adopt-A-School program activities is attached.

COPIES TO: Community Development Advisory Committee
FROM: John H. Nelson
DATE: October 8, 1987

MEMORANDUM

TO: John Nelson
FROM: Geoffrey Grimes
DATE: October 8, 1987

RE: "Adopt a School" Program

1986-87 Activities

As in the 1986-87 school year, Greiner Junior High School in Oak Cliff has been paired with Mountain View College in the Dallas Chamber of Commerce "Adopt a School" Program. Beginning in late February this past spring, the program featured both MVC staff and students who donated more than 300 hours during the last three months of the second semester. Most of that activity included volunteers from Mountain View College clubs, especially students from Phi Theta Kappa and MASO (Mexican American Student Organization).

1987-88 Activities

Geoffrey Grimes met with Mrs. Peggy Cockrell at Greiner Junior High School this week to initiate plans and early activities. Mrs. Cockrell is the counselor charged with implementing the program at Greiner.

Mr. Oscar Rodriguez, Greiner principal, Mrs. Math, another Greiner counselor, and Mrs. Cockrell will come to Mountain View College on Monday, October 19th to meet with student representatives of the Interclub Council where they will explain the program. MASO, Phi Theta Kappa, GAEA, and other MVC clubs have expressed interest in participating this year.

Anticipated support activities include academic counseling during school days and "big brother/big sister" projects after school, very much a continuation of student-to-student work as established so successfully last spring. Other activiites included in the proposed calendar include repetitions of volunteer MVC staff programs such as "The Student as World Leader" and "Mark Twain: His Own Self." A more comprehensive proposed schedule of staff activities will emerge from the October 19th meeting.

North Lake College developed and implemented a unique, long term community developme: model which deals specifically with the demographic environment in the North Lake service area, but may be used by any institution in assessing its own external envir(ment. Part of the college's strategic planning process, the model is based on the design of a grassroots political campaign. The service area is divided into neighbo: hoods (census tracts). Volunteer college faculty and staff who live in each neighbo: hood assume the role of liaison between the college and the community. These staffe: continually observe their neighborhoods reporting data on activities in the area, changing demographics, and community needs. They identify neighborhood leaders, com ity gathering places, and local service agencies. They also serve on a Community Development Committee which analyzes the data collected and which recommends specifi plans of action to respond to these new data.

The model produces a variety of outcomes in many different settings. Both external internal communication channels are enhanced by its use. It enables the college to effectively monitor rapidly changing demographics, diverse populations, and trends a: to make quick and appropriate action plans in response to these changes. It creates communication network which identifies emerging populations. For example, close external assessment by staff liaisons in one neighborhood made the college aware of the needs of a very large, recently arrived Korean community in the area. Committee analysis of these data resulted in the implementation of programs aimed specifically at this group, such as the broadcast of Korean news on the North Lake College Cable Television Channel. Also, long-term, personal relationships were established betwee: leaders of this community and the college. These relationships will be of immense h in monitoring the needs and desires of the Korean community in the future.

The model also produces a longitudinal and systematic approach to assessment of the institution's services, and is a systematic model for recruitment and retention. Another outcome of the model is that it has revitalized staff and has created an awareness and appreciation among faculty and staff of the issues and populations which impact the institution's role and scope.

RICHLAND COLLEGE MEMORANDUM

Dallas County Community College District

To: Community Development Advisory Committee

From: Jana Flowers, Richland College Representative

RE: Community Development Report

Date: October 8, 1987

RE: Adopt-a-School

Steve Mittelstet has spoken with Arzell Ball and two RISD Board Members. They have had preliminary discussions concerning adopting a school in Richardson. They are interested; just in talking stages; will proceed at a pace with which both institutions are comfortable.

RE: Student Success and Community Outreach Committee (SSCOC)

On September 15 ten members of the Student Success and Community Outreach Committee attended a program sponsored by the Department of Health and Human Services entitled "Making Something Happen." The program focused on assisting the potential Hispanic school dropout by exploring means for dealing with dropout rates, illiteracy, improving self-image, and curtailing substance abuse. Prominent members of the state's Hispanic community provided their insights and fielded questions from participants. A number of ideas were generated concerning relationships with public schools that might help prevent students from dropping out. Current plans are to combine some of the ideas from this program with whatever is worked out with RISD.

RE: Richland College Mentor Program

Our Richland College Mentor Program is a smashing hit this fall. With 185 students and 93 mentors participating, we are looking forward to a encouraging, productive and successful semester with our student retention effort. An orientation and get acquainted session was held at the beginning of the semester for mentors and mentorees. Members of the Student Retention Subcommittee of the S.S.C.O.C. are serving as administrators for the program. Carolyn Parker, Coordinator of Research and Grant Development, will be compiling a comparable control group of student non-participants for the purpose of statistically analyzing the success of the program. Personal (subjective) responses from mentors and mentorees will also be incorporating into the evaluation process.

Memorandum
The Dallas County Community College District

TO: Community Development Advisory Committee

FROM: Jackie Caswell, Chair gw

DATE: March 25, 1987

SUBJECT: Minutes of March 11 Meeting

The March 11 meeting provided us an opportunity to review the many outstanding projects and activities underway in Community Development. Attached you will find a copy of the Adopt-A-School reports and the Community Development Activity Reports from participating colleges.

Chad Woolery, Administrator of Middle Schools with DISD, was a guest at the meeting. He shared the progress thus far with the "Pilot Middle School" project which has gotten diverse reviews from the press and DISD Board members. The pilot project seems to be working well, however, and enhancing academic progress at those schools lowest on the performance scales.

Chad also shared a new concept with the committee tentatively titled the "Accelerated Student Concept." Chad would like to identify about 100 DISD students who are potential merit scholarship winners. He wants to put these students through some rigorous academic challenges such as summer camps and other concentrated learning environments. He believes our colleges would be a natural fit for supporting and training the students and that there may be some Meadows Foundation money which can be applied to this concept. Carole Shlipak will get with Chad to review potential funding sources. If we are able to obtain some funding this would be an exciting endeavor for one or more of our colleges.

Manie and Baltazar reviewed their efforts with District-wide community development projects. In particular the MLK Institute, Education Fair and reception were well received. (See District Office Community Development Activity Report.)

I encourage you to take the time to read through the various reports that are attached and to share them with campus committees and leaders.

The next Community Development Advisory Committee meeting will be the fall of 1987.

JC/gw

cc: Chancellor
College Presidents
Carole Shlipak

APPENDIX D

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

COMMUNITY DEVELOPMENT MINI-CONFERENCE
August 15, 1986

Conference Summary

The DCCCD Community Development Advisory Committee held its first Mini-Conference at Cedar Valley College on August 15, 1986. The purpose of the conference was to provide a forum for community leaders and DCCCD college leaders to focus on emerging educational needs in Dallas County with specific emphasis on underserved populations.

The conference theme was: "DCCCD: Moving Toward the Year 2000 and Beyond." The forty-six participants engaged in several activities in which collective attention was given to possible community/college partnerships and appropriate strategies for providing educational services to identified populations.

Attached are copies of the conference agenda, conference participants and the results of the Focus Group discussions.

MINI-CONFERENCE FOLLOW-UP

It was recommended at the end of the conference that we reconvene the participants for a progress report on the recommendations made during the conference. In preparation for that meeting in early November, the Community Development Advisory Committee is asked to make suggestions on the following:

1. Format of the follow-up meeting
2. Content of the progress report
3. Type involvement in the future of the community persons who participated in the conference
4. Any additional spin-off activities for the committee as a result of the conference

SUMMARY OF THE EVALUATIONS

Even though only six Individual Response Sheets were returned, the verbal comments about the conference were all very positive. The following comments were made on the forms received:

1. GENERAL COMMENTS ON THE MINI-CONFERENCE

   Great. Very Good. A good start--don't let it die. Excellent. A needed program and process to be expanded to the DFW area--COG. I was very impressed by the level of participation from the community representatives. I think that has very positive implications for the DCCCD and its community development thrust.

2. SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

I think a second mini-conference would be very helpful as a means to inform/further involve community participants of actions DCCCD has taken in this area. Get the group back together while the ideas are flowing! I'm sending a "Graduate Follow-Up" to Ray Reed. Continue to act on suggestions made--like Goals for Dallas does.

3. OTHER COMMUNITY PERSONS AND/OR ORGANIZATIONS THAT SHOULD BE CONTACTED

COG, SER, LULAC

4. SPECIFIC ACTIVITIES/SERVICES IN WHICH YOU OR YOUR ORGANIZATION MAY WISH TO PARTICIPATE

Role models. Speakers. In any way that we can to be supportive. I will be happy to help provide secretarial services at future conference as my work schedule allows if help is needed in this area.

5. WAYS DCCCD CAN BE OF ASSISTANCE TO YOUR ORGANIZATION

Dallas Alliance for Minorities in Engineering
Continued support
Networking

6. ADDITIONAL COMMENTS, CONCERNS OR SUGGESTIONS

We (Dallas Associations) need a stronger network--if for nothing else than to know what other groups exist and their objectives.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE DISTRICT-WIDE ACTIVITIES Reported Prepared by: Mamie McKnight

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNCTIONAL ILLITERATES/ YOUTH 14-26	1. El Centro College - JOB TRAINING CENTER Other Support Programs on each campus, such as, Developmental Studies and Counseling Services and Career and Continuing Education Programs Involvement city and county-wide on Task Groups which address the needs of these populations
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2. Adopt-a-School Program. Each college adopted a middle school in DISD and the Central Offices (District and Service Center) adopted a School Community Guidance Center Educational and Career Planning Fairs and Seminars Articulation Programs with ISD's
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3. ARCO SUMMER STUDY ENGINEERING PROGRAM FOR MINORITY JUNIOR AND SENIOR HIGH SCHOOL STUDENTS BUSINESS AND PROFESSIONAL INSTITUTE REFUGE PROGRAM (ECC) ENGINEERING WORKSHOPS With High School Counselors CALL COLLEGE in English and Spanish

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4. Martin Luther King, Jr. Leadership Development Institute in partnership with MLK, Jr. Community Center and El Centro College (1987) Active participation in city and county leadership programs, such as, Leadership Dallas, Opportunity Dallas, Leadership Richardson
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5. Numerous activities at each college Use of recreational and other facilities on each campus.
6. CONTINUING EDUCATION/CAREER CHANGES	6. Counseling and Career Centers on each campus.

OTHER SERVICES FOR ALL OF THE ABOVE POPULATIONS:

Special Support Services: Health Centers, Fitness Programs, Financial Aid, Counseling, Career and Continuing Education

Telecourses

District Foundation, Inc. (Special Scholarship Programs)

Speakers Bureau

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE BROOKHAVEN Reported Prepared by: J. ALDERS

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	1. Brookhaven Tech/Occ brochures in Spanish A technical glossary for the GM/ Ford Automotive Program is presently being translated for ESL students Job Placement Center ESL courses
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2. Adopt-A-School Program: Marsh Junior High Possible Tutoring conducted by the BHC ASK organization (Adults Seeking Knowledge New minority recruitment position has been filled Pilot program (CVAE: Coordinated Vocational Academic Enrichment)at DeWitt Perry Jr. High Coordinating a Focus Group with DART Presidential Scholarships ~~Job Fair for Hispanic Students~~ at SMU
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3. Adult Resource Center opened 9/86 GM/Ford Automotive Program presently encouraging women to participate Sharing the CAPERS Program with Operation SER

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4. Community Leaders Luncheon this summer out of which an informal advisory board was established BHC/High School Advisory Committee January, 1987 Community minority leaders will participate in a two day program dealing with racial issues past and present
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5. An Emeritus Program through Continuing Education with a series of courses at reduced cost. Program is in conjuction with the Greater Dallas Council of Churches The Office of Aging sponsors a Day on Campus in early May for senior citizens
6. CONTINUING EDUCATION/CAREER CHANGES	6. (Some activities listed above)

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE Cedar Valley Reported Prepared by: President

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	1.* Low level assessment students - Continuing Education Academic Survival Skills course * Construction Trades Program at Federal Correctional Facility at Seagoville * ATA Program offers employment * Short courses in air-conditioning
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2.* Tutoring/College Learning Skills program * Continuing Education programs in reading and math improvement * Cedar Hill High School vocational auto program * Adopt-A-School - Hulcy Middle School Plan to conduct various activities to encourage students to remain in school as well as working with parents in some manner to help them motivate their children.
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3.* Black History Month (February) * Annual Secretary's Day Conference * ARCO project for minority engineering students * Minority Business Entrepreneurship workshops * Small business workshops through Continuing Education

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4.* Co-sponsored Career Day with Lancaster Rotary Club * Advanced Academic Training for Teachers (career ladder) * Member Oak Cliff Chamber - CVC rep sits on Oak Cliff Chamber Educational Comm. * Scheduled for December - Black Women's Conference on Economic Development for the Black Woman * College President has met with Black and Hispanic Leaders on a casual basis to discuss various possible approaches for the College in serving it's minority community. He will continue to meet with community leaders on an ongoing basis.
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE TIME ADULTS	5. * See Continuing Education Course Schedule--over 50 courses scheduled
6. CONTINUING EDUCATION/CAREER CHANGES	6.* Women's program; Displaced Homemaker

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE Eastfield Reported Prepared by: Yvonne M. Robinson

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	1. College Work-Study Program Handicapped Services Program Career and Placement Center English Electronics Training Program Interview Tips (Placement) Resume Construction (Placement) College Days at Businesses
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2. Adopt-A-School Program Recruitment Program College Night/Days
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3. The People Place Single Parent/Homemaker Grant Sex Equity Grant Hispanic Culture In Dallas We Mean Business Program Jobs/Career Fair ESL Grant Program

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4. Minority Awareness Panels East Dallas Chamber of Commerce Panel (Jobs Fair) Max Goldblatt (Jobs Fair)
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5. Course in Hearing Loss In Later Life Continuing Education Courses in Leisure Time Activities
6. CONTINUING EDUCATION/CAREER CHANGES	6. Career and Job Fair Symposium Career Courses in Continuing Education Off-Campus Registration Sites for Child Development Courses Human Development Courses

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE El Centro Reported Prepared by: Curtis Ivery

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	. Job Training Center . Job Start Program . Executive Mentorship Program . Project Excel . Lake West Project . Educational Program and Job Placement . Pre-Skills Program for Health Occupation (Fall 1987)
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	. Adopt a School Program . Summer Youth Program . GED Program . Non-Traditional Occupation Program Course for Junior High School Students . High School Senior Citizen Leadership Program (Summer 1987)
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	. ESL/Refugee Program . Women's Center . Single Parents Outreach Program . Small Business Seminar . Women/Single Parents Seminar and Workshops

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	. Martin Luther King Center Leadership Program . Student Leadership Conference (Summer 1987)
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	. Continuing Education (Elderly) . Investment Planning . Wills and Estate Planning . Older Adult Program (Spring 87)
6. CONTINUING EDUCATION/CAREER CHANGES	. Beginning and Intermediate Typing . Shorthand . Business English . Writing . Computer Courses

(Use additional sheets if needed)

III. MINORITY/ETHNIC POPULATIONS/WOMEN/SMALL BUSINESSES

1. MVC hosted a conference, "Mexican-Americans: Pursuing the American Dream," September, 86, involving Dallas Mexican-American Leaders. The conference was open to the community.
2. Celebration of Black History Month planned, February, '87.
3. Cultural Awareness Conference integrating DCCCD students with international students from the Armand Hammer United World College, planned for March'87.
4. Cultural Awareness Conference coordinated with International Community of Dallas, Fall, '87. The conference will be open to the community.
5. English as a Second Language Program offered through Learning Skills Center.
6. Seminars on Computer Literacy and How to Start and Manage a Small Business are offered.
7. Dean of Career and Continuing Education chairs the Grand Prairie Job Services Employment Committee as an advisory group to the Texas Employment Commission for improving awareness of services provided to area residents and employers.
8. Seminars for Returning Women students are offered.
9. Special programs for single parent homemakers are offered.

IV. COLLECTIVE LEADERSHIP

1. Student leadership retreat-open to members of clubs and organizations, offered every semester.
2. Inter-Club Council meetings: Representatives of students clubs and organizations meet monthly with college president and VPSD.
3. DCCCD New Mexico Experience Conference - United World College - July '87, open to all DCCCD students.

V. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS

1. Career & Continuing Education provides seminars and activities specifically aimed at serving the needs of older adults.
2. Senior Citizens scholarships available for continuing education classes.
3. Seminar entitled "Aging in America" was presented.
4. Computer courses are specifically planned for and marketed to these populations.
5. Learning Skills Center

VI. CONTINUING EDUCATION/CAREER CHANGES

1. The accelerated Secretarial program and several computer courses are utilized by people interested in career change or upgrading skills.

2. The Career and Continuing Education office provides printed materials and promotional materials aimed at encouraging individuals to consider taking courses for credit or non-credit that will continue their current career objectives or will provide skills for career change.

3. Placement services and career counseling available through Counseling Center.

MOUNTAIN VIEW COLLEGE

COMMUNITY DEVELOPMENT MINI-CONFERENCE FOLLOW-UP REPORT

I. UNSKILLED/UNEMPLOYED/UNDEREMPLOYED/DISPLACED WORKERS/FUNCTIONAL ILLITERATES/ YOUTH 14-26

1. GED prep classes, adult basic education and technical training are offered.
2. Surveys of assessment test scores have been conducted for the last year to determine if there are minimum reading and writing scores below which students should not enroll in history courses without first taking the appropriate developmental courses. We expect to arrive at some conclusions this year.
3. GED Testing
4. The Career and Continuing Education Office will work with area Chambers of Commerce to provide awareness of skills training opportunities provided through MVC and the DCCCD.
5. Career/Change-of-Career Counseling and job placement services available.
6. Summer Youth Program - Grant for the education/employment of disadvantaged youth.
7. We offer an accelerated secretarial program.
8. We work with post office groups to provide information about MVC Management and Postal Service Administration programs to aid upward mobility of postal workers.

II. AT RISK HIGH SCHOOL STUDENTS/MIDDLE SCHOOLS AND FAMILIES/GRADE SCHOOLS/HIGH SCHOOL DROPOUTS

1. Faculty, staff, and student organizations are involved with Greiner Middle School through the Adopt-a-School Program.
2. Staff involved in volunteer work at Sunset, North Dallas H.S., and Kimball during athletic events.
3. A luncheon was hosted for the principals and deans of instruction for Pinkston, A.Maceo Smith, South Oak Cliff, Roosevelt, Kimball, Adamson, Carter, and Sunset High Schools. Key topics were recruiting, concurrent enrollment and articulation.
3. Counselors heavily involved as liaisons to service area high schools.
4. The Dean of Career & Continuing Education will work with area schools to promote career awareness and opportunities for minority students.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE North Lake College Reported Prepared by: Sue Lee

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	1. Continue job skills program training for mothers of AFDC and follow through with mentorships for these students. - Continue assessment program and provide developmental courses (credit/noncredit) for those with low assessment scores.
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2. Traditional recruiting plans for high school students. - Participating in "Adopt-A-School" program. - Coordinated effort between CIS and Continuing Education to provide GED preparation programs and services provided by NLC. - Promoting marketing awareness through in-house activities.
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3. Identify and develop an updated list of contact persons of women's organizations in area. - Survey local area clubs and organizations to determine needs of their membership, and enlist those churches that would allocate space for credit/non-credit classes to those members who might be fearful of a traditional academic setting.

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4. Neighborhood evaluation to determine pockets of minority students, needs of area, and services already available. ∴ Cooperate with precinct chairs to analyze neighborhood and share information. Develop a video ethnography.
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5. Fine Arts: Marketing Proposal ∴ "Cultural Wellness: proposal to corporations. ∴ "Live Out your Fantasy at NLC" - Beginner piano, voice, art classes for adults. ∴ "Left Brain-Right Brain" - arts for engineers; mechanics for artists! Gift certificates for courses.
6. CONTINUING EDUCATION/CAREER CHANGES	6. Programs on Starting Your Own Business, Taxing, Recreational Opportunities, Wellness Programs.

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE Richland Reported Prepared by: Steve Mittelstet

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNTIONAL ILLITERATES/ YOUTH 14-26	1.a.Displaced homemakers scholarships for special programs through Everywoman Center. b.Provide total retraining for functional illiterates in reading, writing, math, key-boarding, spelling (1/3 of class is black). c.Richland career programs are presented annually to local high schools. d.Everywoman Vocational Training Programs for limited skilled, low income, single parents.
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2.a.Adopt-a-School program with Robert T. Hill Middle School. b.Financial Aid Nights at feeder schools. c.Recruitment efforts targeting students in special resource classes and problem students in special schools. d.Program for high school dropouts to assist with career planning and job placement.
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3.a.SPAR develops & presents programs for & by minority populations, women, & adults returning to college. b.Special scholarships for minorities. c.Minority Talent Roster search for minority students through CSS. d.Cont. Ed. offers special courses for women entrepreneurs and co-sponsors workshops with emphasis on business development and expansion for women. e.Adult Resource Center f.International Students Organization g.Special class sections for women returning to college. h.Education Days at local business and industry assist minority and ethnic groups with career plans and information about training programs. (3 sessions per year--advise appx 500 people--20-25% minority)

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4.a.SPAR is involved with a district-wide student leadership conference & also with the "New Mexico Experience" designed to develop student leaders. b.Leadership Development classes. c.Political forums. d.Honors Program seminar class.
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5.a.Supported recent Senior Citizens Olympics held on Richland's campus with equipment and staff. b.Currently 75 classes are offered through Cont. Ed. for persons in this category. c.Special courses in pre-retirement planning, health awareness series, special swimming classes for persons over 55, etc. d.Richland Speakers Bureau.
6. CONTINUING EDUCATION/CAREER CHANGES	6.a.The Cont. Ed. division is working with other college divisions to help displaced petroleum workers in changing careers. A workshop is planned next semester. b.Computer-aided design, international trade, & petroleum technology for persons wishing to enter a new field or advance.

(Use additional sheets if needed)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Mini-Conference Follow-Up Session
November 17, 1986

COLLEGE/OFFICE DISTRICT-WIDE ACTIVITIES Reported Prepared by: Mamie McKnight

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
1. UNSKILLED/UNEMPLOYED/ UNDEREMPLOYED/DISPLACED WORKERS/FUNCTIONAL ILLITERATES/ YOUTH 14-26	1. El Centro College - JOB TRAINING CENTER Other Support Programs on each campus, such as, Developmental Studies and Counseling Services and Career and Continuing Education Programs Involvement city and county-wide on Task Groups which address the needs of these populations
2. AT RISK HIGH SCHOOL STUDENTS/ MIDDLE SCHOOLS AND FAMILIES/ GRADE SCHOOLS/HIGH SCHOOL DROPOUTS	2. Adopt-a-School Program. Each college adopted a middle school in DISD and the Central Offices (District and Service Center) adopted a School Community Guidance Center Educational and Career Planning Fairs and Seminars Articulation Programs with ISD's
3. MINORITY/ETHNIC POPULATIONS/ WOMEN/SMALL BUSINESSES	3. ARCO SUMMER STUDY ENGINEERING PROGRAM FOR MINORITY JUNIOR AND SENIOR HIGH SCHOOL STUDENTS BUSINESS AND PROFESSIONAL INSTITUTE REFUGE PROGRAM (ECC) ENGINEERING WORKSHOPS With High School Counselors CALL COLLEGE in English and Spanish

(OVER)

UNDERSERVED POPULATIONS	COLLEGE/DISTRICT PROGRAMS/ ACTIVITIES/SPECIAL SERVICES
4. COLLECTIVE LEADERSHIP	4. Martin Luther King, Jr. Leadership Development Institute in partnership with MLK, Jr. Community Center and El Centro College (1987) Active participation in city and county leadership programs, such as, Leadership Dallas, Opportunity Dallas, Leadership Richardson
5. ELDERLY/ACTIVE RETIREES/EARLY RETIREES/LEISURE-TIME ADULTS	5. Numerous activities at each college Use of recreational and other facilities on each campus.
6. CONTINUING EDUCATION/CAREER CHANGES	6. Counseling and Career Centers on each campus.

OTHER SERVICES FOR ALL OF THE ABOVE POPULATIONS:

Special Support Services: Health Centers, Fitness Programs, Financial Aid, Counseling, Career and Continuing Education

Telecourses

District Foundation, Inc. (Special Scholarship Programs)

Speakers Bureau

(Use additional sheets if needed)

APPENDIX E

Dallas County Community College District

Adopt-A-School Program Update
September 11, 1987

This report summarizes Adopt-A-School updates given by Campus Coordinators this week.

Brookhaven College (Marsh Middle School) Claude Coffee

A three member Adopt-A-School committee chaired by Brenda Dillon met this week with the Principal of Marsh Middle School. They are developing plans to continue many of the activities initiated last year. A major focus this year will be on at-risk students.

Cedar Valley College (Hulcy Middle School) George Reyes

Contacts with Hulcy Middle School will be made following discussions with Dr. Floyd Elkins, Cedar Valley President.

Eastfield College (Florence Middle School) Sharon Cook

A letter has been sent from the Eastfield Public Information Office to Florence in an effort to begin planning activities for the year. The letter included a calendar of Fall Semester performing arts activities at Eastfield with an offer to make complimentary tickets available to selected Florence students. Eastfield will also attempt to respond to the need for computer training at Florence.

El Centro (Boude Storey Middle School) Bettie Tully

Michael Jackson, ECC Director of Counseling, will serve as coordinator of the Adopt-A-School activities with Boude Storey. Along with two other ECC contact persons, specific activities will be developed with Boude Storey representatives.

Mountain View (Greiner Middle School) John Nelson

John Nelson, Donna Richards and Jeff Grimes will continue coordinating activities with Greiner. They will emphasize the tutoring aspects of the program in addition to the requests from Greiner for participation in special interest activities.

North Lake (E. H. Cary Middle School) Margaret Lewis

The North Lake Adopt-A-School coordinators have met with the president and plan to meet with Cary representatives to discuss the program for the year. North Lake received a plaque from Cary at the end of the last school year for their participation in the Career Fair.

District Office/Service Center (School Community Guidance Center)
Mamie McKnight

Dr. Ruby Morris, DISD administrator, has invited the DO/DSC Adopt-A-School Liaison Committee to attend one of her staff meetings at the School Community Guidance Center (tentatively Wednesday, September 23, 1987) to discuss volunteer activities during the year.

Both partners have expressed an interest in one-on-one type activities. Dr. Morris suggested that we consider exploring and developing a program modeled after the Adopt-A-Kid/Adopt-A-Teacher concept.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: Brookhaven College

Representative: Claude Caffee & Marie Maness

I. Please highlight major and ongoing Adopt-A-School planned activities.

Provide, when possible, meeting place for Marsch Middle School Activities--i.e. Student Council meeting and faculty meetings.

Provided Marsh Middle School with a list of resource faculty members to contact for scheduling various activities in each division.

Provided Marsh Middle School with a schedule of up-coming activities open to Marsh Middle School students and faculty

II. Please list proposed future Adopt-A-School liaison activities.

1. Invited students to attend schedule art shows at BHC
2. Invited students to attend performing ensembles activities at BHC & invited students from Marsh to perform at BHC.
3. Complimentary tickets for 30 students to attend the Spring Dancers' Theatre.
4. Pay entry fees for 20 students to participate in the BHC/ Farmers Branch Spring 5-K Run; T-shirts given to participants.

   Invited student to DCCCD Body Building Competition.

   Present certificates of recognition for Physical Achievement in P.E. classes and Athletics at Marsh Honors Day.
5. Special Services provide technical occup. information to students; work with handicapped students; acquaint Hispanic community with ESL program at BHC through involvement with Marsh.

(over)

III. What has been your location's overall evaluation of the Adopt-A-School activities?

Very positive. I think as we plan for Fall, 1987 and Spring, 1988, more activities and faculty will want to participate.

Please keep to one page if possible but attach back-up where appropriate.

6. Student Programs & Resources provide 4 tickets to students for Patricia Neal performance and the Theatre Mask Ensemble. Additionally, students and faculty invited to attend the Royal Leicthenstein Sidewalk Circus on March 23 at BHC.

7. Counseling offered to assist faculty in workshop training for teaching decision making skills and study skills.

8. Leadership class, under the supervision of Jennifer Wimbish, will work with a group of identified students at Marsh to improve their study skills.

ADOPT-A-SCHOOL PROGRAM: Selected Activities for Marsh Middle School

ART DEPARTMENT: Lisa Ehrich 620-4733 or 4730

Invite students to the Brookhaven College Student Art Shows and have them attend a gallery presentation given by BC Art Faculty:

Nov. 24 - Dec. 3 Freshman Art Show
Dec. 3 - Dec.11 Sophomore Art Show
Dec.12 - Jan.16 Civic League Scholarship Show
Feb. 25 - Mr. 20 DCCCD Alumni Show
Mr. 23 - Ap. 9 Advertising Student Show
Ap. 13 - May 1 BHC Student Competitive Show

MUSIC DEPARTMENT: Elaine Warnicky 620-4744 or 4730

Invite any performing ensemble to perform for the Guest Recital Series on Wednesdays from 1:00-2:00. Must schedule well in advance by calling Elaine Warnicky.

DANCE DEPARTMENT: Trey Fuentes 620-4122 or 4730

Will give complimentary tickets to 30 students to the Fall and Spring Dancers' Theatre performances. Would like Marsh to decide who would be most interested in attending(Drama Club or classes, Theatre classes, etc.). If more tickets are needed, or if faculty and staff are interested, call Trey Fuentes.
Performances are:
Nov. 7 - 9
Mr. 27 - 29

PHYSICAL EDUCATION DEPARTMENT: Marie Maness 620-4124 or 4120

1) Pay entry fees for up to 20 students to participate in the Brookhaven College/Farmers Branch Spring 5-K Run. Students will run in the 14 and under age division. T-shirts and awards are given to participants and winners of each division. Would also like to encourage faculty and staff to sign-up for run. Event is TBA but will definitely be held on a Saturday or Sunday morning. Call Marie Maness for details.

2) Invite students to the DCCCD Body Building Competition held in the Spring. Suggest Marsh P.E. faculty select up to 20 interested students who would like to attend. Competition is held during the school day usually from 12:00-2:00. Call Bob Hueston at 620-4123 or 4120 for information.

3) Present certificates of recognition for Physical Achievement in Physical Education classes and Athletics at Marsh Honors/Recognition Day. BHC Physical Education Faculty will provide certificates and make presentations if desired.

ADOPT-A-SCHOOL PROGRAM: Selected Activities for Marsh Middle School

SPECIAL SERVICES: Jeri Evans 620-4830 or 4844

Special Services wishes to participate in the Adopt-A-School Project at Marsh Middle School. We would like to make information available to students regarding activities and services which are generated through our programs.

Since we are primarily involved with provision of services for students in technical/occupational areas, we would like to concentrate our efforts in that direction. We work closely with students who might be identified as high risk, or students who may have a propensity for high attrition rates. Many of these students may not be making plans toward a college experience, and we believe we might be able to make some impact in guiding them toward post-secondary educational choices.

We would also like the opportunity to contact parents of Hispanic students. Many of these parents may not be proficient in the English language, and they might be encouraged to enroll in ESL classes at Brookhaven. Some ideas we would like to propose include the following:

1. Opportunities for contact with parents to provide information about BHC and the Special Services area

2. Identification of students interested in technical occupational areas and non-traditional careers. Plan on-campus visits presenting special programs of interest (ie. panel of individuals in non-traditional careers, film series "Free To Choose"). Students would visit tech/occ. areas, meet instructors, get some "hands-on" experience

3. Presentations in career oriented classes at Marsh, giving overview of occupational opportunities for males/females alike

4. Give information about women's programs at BHC. These programs are for students, faculty and staff and community.

5. Activities to acquaint Hispanic parents and students with ESL program at BHC

6. Provide information and on-campus visits to students with physical/learning disabilities

STUDENT PROGRAMS AND RESOURCES: Lou King 620-4115 or 4116

Students and faculty are invited to participate in any of the programs sponsored by SPAR when there is no entrance fee. A number of activities will be conducted during the Spring Semester which would be most appropriate for students from Marsh. Additionally, SPAR would like to invite and provide a specified number of tickets for the following performances:

1. Nikki Giovanni--Feb. 5, 8.P.M.--2 tickets

2. Patricia Neal--March 12, 8:00 P.M.--4 tickets

3. Theatre Mask Ensemble--April 4, 8:00 P.M.--4 tickets

Each of the above performances will be held in the Performance Hall at Brookhaven College.

4. Royal Leicthenstein Sidewalk Circus--March 23--Noon in the BHC Courtyard--Open to as many students and faculty as you might wish to bring.

COUNSELING: Jackie Tulloch-Penn 620-4832 or 4830

Counseling Center staff would like to suggest the following topics for faculty or student workshops:

1. Teaching Kids Decision Making Skills

2. Teaching Family Systems

3. Preparing for Adolescence

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: Cedar Valley College

Representative: George Reyes

I. Please highlight major and ongoing Adopt-A-School planned activities.

1. CVC staff volunteered as guest speakers.

2. Big Brother/Big Sister program: approximately 15 students are serving as Big Brothers/Big Sisters to Hulcy students in 7th and 8th grades.

3. CVC hosted a get acquainted reception for Hulcy teachers and college instructional staff.

4. CVC hosted a program entitled "How To Be A Successful Student". Parents and students from Hulcy were invited to attend.

II. Please list proposed future Adopt-A-School liaison activities.

1. Hulcy orchestra and choir students will attend music recitals at CVC.

2. Counseling staff will assist teacher of "occupational investigation" class by providing computer assistance with DISCOVER and Guidance Information System.

3. Parents and students will be invited to attend "Hispanic Parents Night."

4. Continuing Education will make summer school schedules available to Hulcy faculty and students.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

In reviewing the list of projects which were proposed, it would appear that accomplishing all of these was unrealistic. Those which were completed were done with excellent results. The staff and administration of D.H.Hulsey were very receptive to our efforts. Many of the projects relied on the request of Hulcy's faculty and staff. The proposed activities are receiving support from both campuses.

Please keep to one page if possible but attach back-up where appropriate.

2/87

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: Cedar Valley College

Representative: George Reyes

I. Please highlight major and ongoing Adopt-A-School planned activities.

5. Continuing Education offered two sections each of Reading Improvement and Math Improvement classes for Hulcy students.

6. Continuing Education offered two courses for teachers beneficial for career ladder advancement.

II. Please list proposed future Adopt-A-School liaison activities.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

Please keep to one page if possible but attach back-up where appropriate.

Cedar Valley College

Improve your teaching skills with...

Advanced Academic Training Courses

COURSE	DAY	TIME	DATES	HOURS	FEE	LOCATION
Advanced Academic Training: Improving Discipline in Your Classroom	T	6:30-9:30PM	2/03-3/31	24	$48	CVC/C227

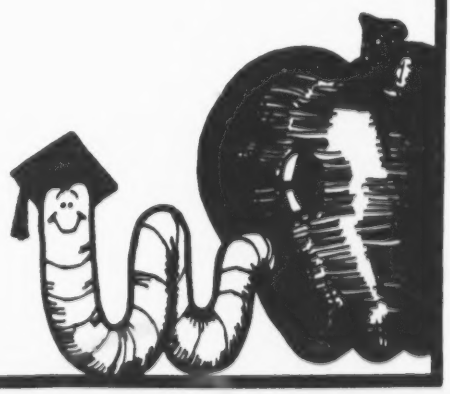
This workshop is approved by the Texas Education Agency and will provide participants with skills needed for developing and maintaining a positive approach to improving classroom discipline. The information to be covered will begin with day one of the school year. It will point out some of the road blocks that sometimes go unnoticed. Opportunities will be provided for role playing. The objective is to inform participants of their rights to establish a process that will ensure optimal learning in the classroom. Come determine what is acceptable behavior for students and provide leadership for positive social and academic development of the child.

Advanced Academic Training: Motivating Students	R	6:30-9:30PM	2/05-4/02	24	48	CVC/TBA

This workshop is approved by the Texas Education Agency and is designed to present a pragmatic approach to understanding the importance of motivating students grades K-12. Participants will view the learner as a total person in the context of various environments. Specific strategies and materials will be addressed and provided for working with students who are performing below level in the basic skills. Objectives are to raise participants level of awareness regarding the importance of motivating and developing strategies for working with underachievers.

For more information, call the Continuing Education Office, 372-8210.

Continuing Education Registration
Begins
January 7, 1987



DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AN EQUAL OPPORTUNITY INSTITUTION

Working Together. . .
Cedar Valley and
D.A. Hulcy

The Adopt-A-School program matches the resources of the adopter with the needs of the adopted school, offering to students the hope that college is a possibility. This spring the Continuing Education program at Cedar Valley College is offering classes to help meet the needs of students currently attending D.A. Hulcy Middle School.

Continuing Education Registration Begins
January 7, 1987

Course	Day	Time	Date	Hours	Fee	Location
Reading Improvement (Grades 7 & 8)	M-W	4:00-5:00PM	2/02-3/11	12	$28	Hulcy
Reading Improvement (Grades 7 & 8)	M-W	5:00-6:00PM	2/02-3/11	12	28	Hulcy

These courses will include a phonetic approach to the development of reading ability and word attach skills. Some emphasis will also be given to comprehension, vocabulary, speed, and spelling. Use of sources; i.e., dictionary and newspaper will be included.

Math Improvement (Grades 7 & 8)	M-W	4:00-5:00PM	2/02-3/11	12	28	Hulcy
Math Improvement (Grades 7 & 8)	M-W	5:00-6:00PM	2/02-3/11	12	28	Hulcy

Each student's invidividual needs are assessed at the beginning of the course and a program is developed for that individual to remedy deficiencies. Basic mathematic skills are stressed. Printed materials, audiovisuals and specialized activities are used to promote competency.

For more information, call the Continuing Education Office, 372-8210.

To Register by Mail - Complete this registration form and send with a check PAYABLE to Cedar Valley College, Continuing Education, 3030 N. Dallas Ave., Lancaster, Texas 75134

To Register in Person - Registrations will be accepted in the Continuing Education office on the Cedar Valley campus up to the first day of class, provided space is available.

Registration Form

Course Title _____
Day _____ Time _____ Location _____ Starting Date _____
Social Security No. _____ Texas Driver's Lic. _____
Last Name _____ First Name _____ Middle Initial ___
Home Address _____ Age ___
Apt. No. _____ City _____ State _____ Zip _____
Area Code _____ Home Phone _____
Employer _____ Position _____ Bus. Phone _____
Bus. Address _____
Fee $ _____ Check Charge Money Order
Master Card No. _____ _____ Exp. Date _____
Interbank No.
Visa No. _____ Exp. Date _____
Signature _____

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: District Offices

Representative; Jackie Caswell, Mamie McKnight

I. Please highlight major and ongoing Adopt-A-School planned activities.

Last fall we identified two DISD Guidance Centers as targets for our Adopt-A-School efforts. Four orientation programs were held (two at each District Office site) to offer staff an opportunity to understand the concept and our approach. In late fall, two training programs for volunteers were offered at the sites. A compilation of special talents was put together along with a calendar of activities.

II. Please list proposed future Adopt-A-School liaison activities.

This spring several on site activities are planned over a period of six weeks. One will be devoted to information on the Dallas Community Colleges and another devoted to better understanding the student's interests at the Guidance Centers. Because this is a special student clientele, many of the activities are focused on special interests, talents and academic skill development.

III. What has been you location's overall evaluation of the Adopt-A-School activities?

Not only did we adopt non-traditional guidance centers in their first year of operation, but also the District Office staff had not had prior experience in volunteer efforts such as this. Once we worked through many of the problem areas (such as scheduling, matching talents of volunteers with the needs of students in the Centers, etc.), things seem to fit together and proceed nicely.

Please keep to one page if possible but attach back-up where appropriate.

2/87

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: Mountain View College at Greiner Junior High School

Representative: John Nelson, Vice President of Student Programs

I. Please highlight major and ongoing Adopt-A-School planned activities.

ONGOING ACTIVITIES:
Tutoring is a major focus involving MVC students. Since activities began this spring, MVC students have contributed more than 140 hours of tutoring in English, math, dance, and social studies/history.

MVC faculty members have participated in special events and workshops including the school spelling bee, a Mark Twain workshop, and a conflict-resolution workshop a pen-pal letter exchange.

II. Please list proposed future Adopt-A-School liaison activities.

Tutoring will continue to be the major activity, while special events--workshops, exhibitions, and concerts--are anticipated in the coming months.

One student has been working in the "Buddy" program at Greiner, and this program is likely to expand in cooperation with the PRAXIS Project coordinated through the Greater Dallas Community of Churches in cooperation with the DISD.

Other potential activities include possible receptions for Greiner students at MVC in certain academic areas and cooperative concerts featuring fine arts students of both institutions.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

According to Peggy Cockrell, Greiner counselor, the program has developed naturally and effectively to date, involving about twenty MVC students and staff members.

Mountain View College organizations including the Student Senate, Phi Theta Kappa, and MASO (Mexican American Student Organization) have been very pleased with their opportunities to work with Greiner staff and have found the support at Greiner most helpful and gracious.

Please keep to one page if possible but attach back-up where appropriate.

2/87

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: E. H. Cary

Representative: Mary G. Ciminelli (North Lake College)

I. Please highlight major and ongoing Adopt-A-School planned activities.

1. Participated in the Hats Off to Teachers program during American Education Week Nov. 16-22. Recognition of these activities appeared in the Nov. 21, 1986 issue of the Dallas Morning News and the Dec., 1986 Chamber Report (Dallas area Chamber of Commerce).
2. Provided video tapes of Key Speakers for staff viewing during their breaks; on loan for remainder of semester.
3. Paul Hunter, Developmental Writing Instructor, meets with English intructors on a monthly basis to assist in preparing for TEAMS Writing Test.
4. Jim Knowles, Physics Instructor, participated as a judge in an E. H. Cary student science fair on March 5, 1987.
5. Ann Corbin of the NLC Business Office, Certified Dental Assistant with a B.S. in Allied Health Education, provided Oral Hygiene instruction to all students on March 6, 1987.

II. Please list proposed future Adopt-A-School liaison activities.

1. Career Day assembly coordinated through the NLC Counseling Center and the E. H. Cary Counseling staff is scheduled to take place during the month of May, 1987.
2. NLC Safety & Security will present 4 30-minute programs every Wednesday in May, 1987 to the E. H. Cary staff (two programs on Rape Prevention; two programs on Home Security).
3. NLC Learning Resources Center will assist E. H. Cary staff in editing a videotape which will be used to promote the school's image.
4. NLC PTK students are volunteering to tutor E. H. Cary students on a weekly basis.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

The NLC staff feels that the Adopt-A-School effort is a worthwhile experience. However, much frustration exists when coordinating activities due to scheduling conflicts.

Please keep to one page if possible but attach back-up where appropriate.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: El Centro/Boude Storey

Representative: Michael Rooney, Vice President of Student Development

I. Please highlight major and ongoing Adopt-A-School planned activities.

- An El Centro counselor was designated as college liaison to the Boude Storey PTA organization.
- ECC Student Ambassadors held a teacher appreciation day at Boude Storey during the fall semester.
- ECC Student Ambassadors and Student Council members interfacing with Boude Storey Student Council members.

II. Please list proposed future Adopt-A-School liaison activities.

- ECC Teacher Education program will be working directly with Boude Storey faculty members. Each teacher education student will observe experienced Boude Storey faculty members on a weekly basis.
- Velma Allen, guidance associate at ECC, is working at Boude Storey one day a week during the spring semester.
- Two counselors have begun working with the principal and members of the PTA on community relations issues.
- Offering ESL classes for parents through the PTA.
- Field trips to ECC to visit classes, programs and activities.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

- Overall, we are pleased with the progress we've made with this very important collaborative effort. We've started small by putting some good programs in place and we're confident that there will be continual growth.

Please keep to one page if possible but attach back-up where appropriate.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Adopt-A-School Report
Status Report on Liaison Activities

Location: EASTFIELD

Representative: Felix Zamora and Sharon Cook

I. Please highlight major and ongoing Adopt-A-School planned activities.

Florence is included on Media Mailing List. They post flyers, brochures, etc. on several bulletin boards around the campus for students and faculty.

Late last semester Eastfield honored Florence faculty & staff during American Education week. Coffee and donuts were delivered by several Eastfield staff.

Eastfield staff assisted in planning Florence's Black History Month program in February.

II. Please list proposed future Adopt-A-School liaison activities.

Faculty exchanges for several disciplines are available at the request of Florence staff.

Artwork exchanges planned for the month of May.

Computer classes for faculty at Florence at their convenience.

III. What has been your location's overall evaluation of the Adopt-A-School activities?

There is so much for the two campuses to share, but more support is needed from Florence. The Eastfield faculty and staff are ready to help when Florence gives the word.

Please keep to one page if possible but attach back-up where appropriate.

APPENDIX F

PRELIMINARY DRAFT

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Community Development Advisory Committee

Community Partners Concept

The DCCCD Community Partners Concept is primarily a communications network which links community persons with the Community Development Advisory Committee The purpose of the network is to facilitate collaborative community/DCCCD efforts that are designed to meet the educational needs of underserved populations in Dallas County.

The Community Development Advisory Committee may assist the Community Partners by:

Providing periodic updates on DCCCD Community Development activities
Providing information on other college activities, programs, etc., that may be of community interest
Assisting with community education activities when feasible
Referring Partners to appropriate DCCCD personnel for information
Securing information concerning the use of DCCCD college facilties for community activities
Convening the Partners for discussions or planning when necessary
Planning collaborative projects for community development
(Others as identified)

The Community Partners may assist the Community Development Advisory Committee by:

Identifying underserved populations in Dallas County and their higher education needs
Recommending persons to serve on program advisory committees when places become available
Identifying other Community Partners
Apprising the C.D. Advisory Committee of educational issues and trends that impact DCCCD
Encouraging youth and adults to stay in school and to pursue higher education
(Others as identified)

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

COMMUNITY DEVELOPMENT MINI-CONFERENCE

PARTICIPANTS

Nancy Armes, Consultant to the Chancellor, Dallas County Community College District
Baltazar Acevedo, Consultant to the Chancellor, Dallas County Community College District
Johnyce Alders, Counseling, Brookhaven College
Bob Alexander, Dallas Black Chamber of Commerce
Edmond Anderson, Retired Principal, Dallas Independent School District
Juan Baldor, Adopt-A-School Program, Dallas Chamber of Commerce
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Genevieve Brembry, Director, Texas Association of Developing Colleges
Glen Bounds, Provost, Business and Professional Institute, Dallas County Community College District
Charlene Brazier, Education Director, Dallas Urban League
Jackie Caswell, Executive Assistant to the Chancellor, Dallas County Community College District
Charletta Compton, Dallas Black Chamber of Commerce
Kathy Cook, Public Information Specialist, Dallas County Community College District
Mrs. Emmett Conrad, Member, Texas Coordinating Board
Robb Dean, Associate Vice Chancellor for Business Affairs, Dallas County Community College District
Roger Fisher, Dallas Alliance of Minority Engineers
Jana Flowers, Social Science Instructor, Richland College
Margarite Foster, Lake West Project
Ms. Pauline B. Fong, Asian Coalition
Julie Garcia-Ruffin, Customer Service Supervisor, Southwestern Bell
Michael Gonzalez, President, Dallas Hispanic Chamber of Commerce
Patsy Fulton, President, Brookhaven College
Betty Guy, Texas Association of Developing Colleges
James Hawkins, Affirmative Action Officer, Dallas County Community College District
Cordie Hines, Community Relations, Dallas Public Library
Jim Horton, President, North Lake College
Curtis Ivery, Vice President of Instruction, El Centro College
Charles Johnson, Executive Director, Martin L. King, Jr. Center
Roosevelt Johnson, Executive Director,Dallas Urban League
Barbara Landix, Community Council of Dallas
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Steve Mittelstet, President, Richland College

Community Development Mini-Conference Participants

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E. Jeff Serrano, Dallas Minority Purchasing Council
Carole Shlipak, Director of Development, Dallas Community College Foundation
Dan Sundermann, President, Eastfield College
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